

**Quinton Township School District**  
**English Language Arts**  
**Grade 3**

**Pacing Chart/Curriculum MAP**

**Key:** **Careers** **Technology** **Interdisciplinary Studies**

<b>Unit</b>	1	<b>Unit Title:</b>	Growing and Learning	<b>Pacing:</b>	30 Days
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**Unit Summary:** Third grade introduces a new classroom with new classmates. This unit sets the tone for the community’s academic journey throughout the year. By establishing routines and expectations, teachers empower students to become avid readers and writers. Students explore narrative elements such as theme, text structure, and main idea through fiction and nonfiction texts and focus on reading strategies they will utilize throughout the year, including visualizing, asking and answering questions, and making predictions. In examining the theme “Learning and Growing as a Community,” students read stories and informational text discussing a variety of traditions and cultures, as well texts about how communities are created and work together to solve problems.

## **Objectives:**

### Language

- 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.
- Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, and automaticity on successive readings.
- Identify sentences and fragments.
- Use capitalization and punctuation correctly.
- Spell words with short vowels.
- Acquire and use grade-appropriate academic vocabulary.

### Reading

- Identify and use text features such as headings, maps, captions, sidebars, bar graphs.
- Use text details to ask and answer questions.
- Analyze a text to determine the author's purpose.
- Analyze the structure of a text: Chronology.
- Compare and contrast how authors present information on the same topic or theme.

### Writing

- Write personal or fictional narratives using a logical sequence of events, appropriate descriptions, and a variety of transitional words or phrases.
- Write opinions about a topic or text and include reasons supported by details from one or more sources.
- Develop and strengthen writing as needed by planning, revising, and editing.
- Execute the use of statements and questions correctly.
- Use commands and exclamations correctly.

**Essential Questions:**

How does a strong reader use strategies to build fluency and comprehension?

How does the process of draft, revise, and edit support strong writing components?

How do students communicate and share ideas effectively with their peers?

**New Jersey Student Learning Standards****Language Learning Targets:**

L.RF.3.3.A, L.RF.3.3.C, L.RF.3.3.D, L.RF.3.3.E, L.RF.3.4.A

L.WF.3.2.A, L.WF.3.2.G, L.WF.3.3.A, L.WF.3.3.C, L.WF.3.3.F, L.WF.3.3.G, L.WF.3.3.I

L.KL.3.1.A, L.VL.3.2.A, L.VL.3.2.B, L.VL.3.2.D, L.VI.3.3.A

**Reading Learning Targets:** RL.CR.3.1, RL.CI.3.2, RL.IT.3.3, RI.CR.3.1, RI.CI.3.2, RI.IT.3.3, RI.TS.3.4, RL.PP.3.5, RI.PP.3.5, RL.MF.3.6, RI.MF.3.6, RI.AA.3.7, RL.CT.3.8, RI.CT.3.8

**Writing Learning Targets:** W.AW.3.1, W.IW.3.2.B, W.IW.3.2.C, W.NW.3.3.A-E, W.WP.3.4.A, W.SE.3.6, W.RW.3.7

**Speaking/Listening:** SL.PE.3.1.A-D, SL.II.3.2, SL.ES.3.3, SL.PI.3.4, SL.UM.3.5, SL.AS.3.6

**Cross Curricular Standards:** 9.4.2.CT.2, 9.4.2.CT.3, 8.1.2.AP.4, 8.1.5.IC.1, 1-LS3-1, 1-LS1-1, 1-ESS1-1, 1-ESS1-2, RI.1.6, SL.1.1

Overview of Activity/ Focus	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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<p><b><u>Language</u></b>  Phonics Activities: short vowels, word families, inflectional endings,  Vocabulary: academic vocabulary, compound words</p> <p><b><u>Reading</u></b>  Genre: Narrative fiction, narrative nonfiction, realistic fiction, argumentative text</p> <p>Minilessons: Ask and Answer Questions, Text Features: Headings and Maps, Text Structure: Chronology, Visualize, Character Perspective, Plot: Character Development, Text Features: Captions, Maps, and Sidebars, Central Idea and Relevant Details</p> <p>Listening Comprehension</p> <p>Shared Reading</p> <p>Respond to Reading</p> <p><b><u>Writing</u></b>  Genre: Personal Narrative  Minilessons: Choose Your Topic, Sequence of Events,</p>	<p>Teachers Manual  Assessment Sampler  Phonics First, Brainspring  <i>Wonders</i> Teacher's Edition (McGraw Hill 2023)  <i>Wonders</i> Instructional Routines Handbook  <i>Wonders</i> Data Dashboard</p>	<p>Blackline Masters  Activity Cards  Vocabulary/Spelling Cards  Reading/Writing Companion  Leveled Readers  Literature Anthology</p>	<p>Smart Board Applications  Google Applications  Chromebooks  <i>Wonders</i> Interactive Student Edition  <i>Go Wonders</i> Online Tools and Games  Epic Books  Vooks  TeachYourMonster  IXL  Kahoot  Blooket  SplashLearn</p>
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<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● Anecdotal Notes</li> <li>● Fountas and Pinnell Running Record</li> <li>● Exit Tickets</li> <li>● Student Practice Pages</li> <li>● Writing Drafts</li> <li>● Notebooks</li> <li>● Progress Monitoring</li> <li>● Student Self Assessments</li> </ul>	<p><b>Final Assessment/Benchmark/Project:</b></p> <ul style="list-style-type: none"> <li>● Topic tests</li> <li>● MAP testing</li> <li>● Fountas and Pinnell Testing</li> <li>● Final Drafts</li> <li>● Benchmark Assessment</li> <li>● School-wide Writing Assessment- Pre</li> </ul>

<b>Differentiation</b>			
<b>Special Education</b>	<b>ELL</b>	<b>At Risk</b>	<b>Gifted and Talented</b>

<ul style="list-style-type: none"> <li>• Modify and accommodate as listed in student IEP or 504 plan.</li> <li>• Utilize wait time effectively.</li> <li>• Communicate clear, concise directions and repeat, reword, modify as necessary.</li> <li>• Use visual aids during lessons and small-group time.</li> <li>• Check for success during lessons with questions and response prompts.</li> <li>• Utilize open-ended questioning techniques.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Utilize extended time and/or reduce number of items given for homework, quizzes, and tests.</li> <li>• Vary formative assessment styles to drive next point of instruction.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online audio books, when appropriate.</li> <li>• Allow for collaboration through strategically selected groups.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Utilize graphic organizers.</li> <li>• Provide and model sentence frames/sentence starters.</li> <li>• Utilize manipulatives as necessary.</li> <li>• Utilize auditory reminders as deemed necessary.</li> <li>• Provide breaks to allow for refocusing as necessary.</li> <li>• Incorporate multi-sensory strategies in phonics instruction.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Provide English/Native Language Dictionary for use.</li> <li>• Place with native-language-speaking teacher/paraprofessional as available.</li> <li>• Read stories/articles/texts in chunks. Before reading each chunk, identify details students should listen for.</li> <li>• Use target words and cognates to understand texts.</li> <li>• Remind students to underline passages and list words they don't understand.</li> <li>• Learn/Utilize/Display some words in the students' native language.</li> <li>• Provide and model sentence frames to help students participate in discussion.</li> <li>• Provide word banks to help students write.</li> <li>• Invite students to after-school tutoring sessions.</li> <li>• Translate printed communications in native language for parents.</li> <li>• Hold conferences with translator present.</li> <li>• Utilize additional NJDOE resources/recommendations.</li> <li>• Review Special Education listing for additional recommendations.</li> <li>• Utilize the <i>Wonders</i> ELL Small Group Guide.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• Provide after-school tutoring services.</li> <li>• Utilize <i>Wonders</i> remediation strategies and leveled readers.</li> <li>• Hold fall and spring parent conferences.</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Utilize wait time effectively.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Provide counseling if necessary to help students cope with challenges.</li> <li>• Utilize strategic grouping with a positive academic role model.</li> <li>• Utilize graphic organizers.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Promote self-initiated and self-directed learning for growth through independent projects.</li> <li>• Utilize <i>Wonders</i> Enrichment Opportunities projects and resources.</li> <li>• Challenge students with age-appropriate books at higher reading levels.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Gifted and Talented Compacting Project that focuses on students' interests, higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report).</li> </ul>
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**Quinton Township School District  
English Language Arts  
Grade 3**

**Pacing Chart/Curriculum MAP**

**Key:** **Careers** **Technology** **Interdisciplinary Studies**

<b>Unit</b>	2	<b>Unit Title:</b>	Figure It Out	<b>Pacing:</b>	30 Days
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**Unit Summary:** In this unit, students explore ways people “Figure It Out” by reading literary and informational texts about government participation, immigration, and invention. In exploring texts, students build the ability to identify text structure and organization, make inferences, and compare and contrast. As writers, students explore their creative sides, producing narratives and poetry, in addition to responding to texts in more formal writing.



## **Objectives:**

### Language

- Decode words with long vowel patterns.
- Use knowledge of plural words to decode.
- Read grade-level prose and poetry orally with accuracy, appropriate phrasing, rate, intonation, and automaticity on successive readings.
- 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.
- Identify and apply knowledge of common Greek and Latin affixes to determine the meaning of unfamiliar words in grade level content.

### Reading

- Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.
- Identify an author's claim and explain how an author uses evidence to support the claim.
- Explain the development of an author's purpose in an informational text.
- Summarize a text to enhance comprehension.
- Compare and contrast how authors present information on the same topic or theme.

### Writing

- Respond to text in writing.
- Write personal or fictional narratives using a logical sequence of events, dialogue, and an ending.
- Plan, revise, and edit writing.
- Identify and use different kinds of nouns.
- Use singular and plural nouns correctly.
- Spell words with long vowel patterns correctly.

**Essential Questions:**

How does a strong reader use strategies to build fluency and comprehension?

How does the process of draft, revise and edit support strong writing components?

How do students communicate and share ideas effectively with their peers?

**New Jersey Student Learning Standards****Language Learning Targets:**

L.RF.3.3.A, L.RF.3.3.C, L.RF.3.3.D, L.RF.3.3.E, L.RF.3.4.B

L.WF.3.2.A, L.WF.3.2.D, L.WF.3.2.E, L.WF.3.2.F, L.WF.3.2.G, L.WF.3.3.C, L.WF.3.3.D, L.WF.3.3.F, L.WF.3.3.G

L.KL.3.1.B, L.VL.3.2.A, L.VL.3.2.B, L.VL.3.2.C, L.VL.3.2.D, L.VI.3.3.B

**Reading Learning Targets:** RL.CR.3.1, RL.CI.3.2, RL.IT.3.3, RI.TS.3.4, RL.PP.3.5, RI.PP.3.5, RL.MF.3.6, RI.MF.3.6, RI.AA.3.7, RL.CT.3.8, RI.CT.3.8

**Writing Learning Targets:** W.AW.3.1, W.IW.3.2.B, W.NW.3.3, W.WP.3.4, W.SE.3.6, W.RW.3.7

**Speaking/Listening:** SL.PE.3.1, SL.II.3.2, SL.ES.3.3, SL.PI.3.4, SL.UM.3.5, SL.AS.3.6

**Cross Curricular Standards:** 9.4.2.CT.2, 9.4.2.CT.3, 8.1.2.AP.4, 1-LS3-1, 1-LS1-1, 1-ESS1-1, 1-ESS1-2, RI.1.6, SL.1.1

Overview of Activity/ Focus	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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<p><b><u>Language</u></b></p> <p>Phonics Activities: Long <i>i</i>: <i>i, ie, igh, i_e, y</i>; Long <i>u</i>: <i>u, u_e, ew</i>; Plural words with <i>y</i> to <i>i</i>, Long <i>e</i>: <i>e, ea, ee, e_e, ie, ey, y</i>, Inflectional endings, Words with Silent Letters, Singular and Plural Possessives, Three-Letter Blends, Closed Syllables, Digraphs, Open Syllables</p> <p>Vocabulary: Academic Vocabulary, Prefixes: <i>re-</i>, <i>un-</i>, Figurative Language</p> <p><b><u>Reading</u></b></p> <p>Genre: Expository Text</p> <p>Minilessons: Reread, Text Features: Headings and Bar Graphs, Author’s Claim, Make, Confirm, and Revise</p> <p>Predictions, Plot: Character Development, Theme, Literary Elements: Alliteration and Rhymed Verse, Text Structure: Limerick and Free Verse, Character Perspective</p> <p>Listening Comprehension</p> <p>Shared Reading</p> <p>Respond to Reading</p>	<p>Teachers Manual</p> <p>Assessment Sampler</p> <p>Phonics First, Brainspring</p> <p><i>Wonders</i> Teacher's Edition (McGraw Hill 2023)</p> <p><i>Wonders</i> Instructional Routines Handbook</p> <p><i>Wonders</i> Data Dashboard</p>	<p>Blackline Masters</p> <p>Activity Cards</p> <p>Vocabulary/Spelling Cards</p> <p>Reading/Writing Companion</p> <p>Leveled Readers</p> <p>Literature Anthology</p>	<p>Smart Board Applications</p> <p>Google Applications</p> <p>Chromebooks</p> <p><i>Wonders</i> Interactive Student Edition</p> <p><i>Go Wonders</i> Online Tools and Games</p> <p>Epic Books</p> <p>Vooks</p> <p>TeachYourMonster</p> <p>IXL</p> <p>Kahoot</p> <p>Blooket</p> <p>SplashLearn</p>
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Formative Assessment Plan	Summative Assessment Plan
<p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● Anecdotal Notes</li> <li>● Fountas and Pinnell Running Record</li> <li>● Exit Tickets</li> <li>● Student Practice Pages</li> <li>● Writing Drafts</li> <li>● Notebooks</li> <li>● Progress Monitoring</li> <li>● Student Self Assessments</li> </ul>	<p><b>Final Assessment/Benchmark/Project:</b></p> <ul style="list-style-type: none"> <li>● Topic tests</li> <li>● MAP testing</li> <li>● Fountas and Pinnell Testing</li> <li>● Final Drafts</li> <li>● Benchmark Assessment</li> </ul>

Differentiation			
Special Education	ELL	At Risk	Gifted and Talented

<ul style="list-style-type: none"> <li>• Modify and accommodate as listed in student IEP or 504 plan.</li> <li>• Utilize wait time effectively.</li> <li>• Communicate clear, concise directions and repeat, reword, modify as necessary.</li> <li>• Use visual aids during lessons and small-group time.</li> <li>• Check for success during lessons with questions and response prompts.</li> <li>• Utilize open-ended questioning techniques.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Utilize extended time and/or reduce number of items given for homework, quizzes, and tests.</li> <li>• Vary formative assessment styles to drive next point of instruction.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online audio books, when appropriate.</li> <li>• Allow for collaboration through strategically selected groups.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Utilize graphic organizers.</li> <li>• Provide and model sentence frames/sentence starters.</li> <li>• Utilize manipulatives as necessary.</li> <li>• Utilize auditory reminders as deemed necessary.</li> <li>• Provide breaks to allow for refocusing as necessary.</li> <li>• Incorporate multi-sensory strategies in phonics instruction.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Provide English/Native Language Dictionary for use.</li> <li>• Place with native-language-speaking teacher/paraprofessional as available.</li> <li>• Read stories/articles/texts in chunks. Before reading each chunk, identify details students should listen for.</li> <li>• Use target words and cognates to understand texts.</li> <li>• Remind students to underline passages and list words they don't understand.</li> <li>• Learn/Utilize/Display some words in the students' native language.</li> <li>• Provide and model sentence frames to help students participate in discussion.</li> <li>• Provide word banks to help students write.</li> <li>• Invite students to after-school tutoring sessions.</li> <li>• Translate printed communications in native language for parents.</li> <li>• Hold conferences with translator present.</li> <li>• Utilize additional NJDOE resources/recommendations.</li> <li>• Review Special Education listing for additional recommendations.</li> <li>• Utilize the <i>Wonders</i> ELL Small Group Guide.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• Provide after-school tutoring services.</li> <li>• Utilize <i>Wonders</i> remediation strategies and leveled readers.</li> <li>• Hold fall and spring parent conferences.</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Utilize wait time effectively.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Provide counseling if necessary to help students cope with challenges.</li> <li>• Utilize strategic grouping with a positive academic role model.</li> <li>• Utilize graphic organizers.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Promote self-initiated and self-directed learning for growth through independent projects.</li> <li>• Utilize <i>Wonders</i> Enrichment Opportunities projects and resources.</li> <li>• Challenge students with age-appropriate books at higher reading levels.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Gifted and Talented Compacting Project that focuses on students' interests, higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report).</li> </ul>
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**Quinton Township School District**  
**English Language Arts**  
**Grade 3**

**Pacing Chart/Curriculum MAP**

**Key:** **Careers** **Technology** **Interdisciplinary Studies**

<b>Unit</b>	3	<b>Unit Title:</b>	One of a Kind	<b>Pacing:</b>	30 Days
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**Unit Summary:** In this unit students explore “Individual Qualities” with texts examining how everyone plays an important role in other people’s lives, as well as how each person’s unique set of skills advances our society. This unit spotlights skills and habits that are essential in reading nonfiction texts: determining importance and finding main ideas and supporting details; figuring out and using new, specific vocabulary and applying analytical skills such as cause and effect. They also focus on reading strategies such as close reading, visualizing, and summarizing. Finally, as writers, students will express their opinions about characters and different communities they have learned about through text.

**Objectives:**Language

- Decode words with r-controlled vowels.
- Use knowledge of contractions to decode words.
- Use knowledge of prefixes to decode words.
- Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, phrasing, and automaticity on successive readings.
- Acquire and use grade-appropriate academic vocabulary.

Reading

- Explain how text features contribute to meaning and identify text structures of chronology, comparison, and cause/effect in texts.
- Identify the central idea and explain how relevant details support that idea in a text.
- Summarize a text to enhance comprehension.
- Identify and explain metaphors, personification, and hyperbole in texts.
- Compare and contrast how authors present information on the same topic or theme.

Writing

- Write opinions about a topic or text and include reasons supported by details from one or more sources.
- Identify and use action verbs.
- Use quotation marks with dialogue.
- Use correct subject-verb agreement.
- Spell words with r-controlled vowels.

**Essential Questions:**

How does a strong reader use strategies to build fluency and comprehension?

How does the process of draft, revise and edit support strong writing components?

How do students communicate and share ideas effectively with their peers?



## **New Jersey Student Learning Standards**

### **Language Learning Targets:**

L.RF.3.3.A, L.RF.3.3.B, L.RF.3.3.C, L.RF.3.3.D, L.RF.3.3.E, L.RF.3.4.A, L.RF.3.4.B, L.RF.3.4.C  
L.WF.3.2.B, L.WF.3.2.F, L.WF.3.2.G, L.WF.3.3.B, L.WF.3.3.C, L.WF.3.3.F, L.WF.3.3.G, L.WF.3.3.H  
L.KL.3.1.A, L.KL.3.1.B, L.VL.3.2.A, L.VL.3.2.B, L.VL.3.2.C, L.VL.3.2.D, L.VI.3.3

**Reading Learning Targets:** RL.CR.3.1, RL.CI.3.2, RL.IT.3.3, RI.TS.3.4, RL.PP.3.5, RI.PP.3.5, RL.MF.3.6, RI.MF.3.6,  
RI.AA.3.7, RL.CT.3.8, RI.CT.3.8

**Writing Learning Targets:** W.AW.3.1.A-E, W.IW.3.2.A, W.NW.3.3, W.WP.3.4.B, W.SE.3.6, W.RW.3.7

**Speaking/Listening:** SL.PE.3.1, SL.II.3.2, SL.ES.3.3, SL.PI.3.4, SL.UM.3.5, SL.AS.3.6

**Cross Curricular Standards:** [9.4.2.CT.2](#), [9.4.2.CT.3](#), [8.1.2.AP.4](#), [1-LS3-1](#), [1-LS1-1](#), [1-ESS1-1](#), [1-ESS1-2](#), [RI.1.6](#), [SL.1.1](#)

Overview of Activity/ Focus	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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<p><b><u>Language</u></b>  Phonics Activities: <i>r</i>-  Controlled vowels,  Contractions, Prefixes: <i>un-</i>, <i>re-</i>,  <i>pre-</i>, Suffixes: <i>-y</i>, and <i>-ly</i>,  Prefixes: <i>pre-</i>, <i>dis-</i>, and <i>mis-</i>,  Final-<i>e</i> Syllables, Diphthongs  <i>/oi/</i> and <i>/ou/</i>, Prefixes: <i>un-</i>,  <i>non-</i>, <i>dis-</i></p> <p>Vocabulary: Academic  Vocabulary, Suffixes: <i>-y</i>, <i>-ly</i>,  Using a Dictionary, Synonyms,  Idioms, Suffixes: <i>-able</i>, <i>-ful</i>, <i>-  less</i></p> <p><b><u>Reading</u></b>  Genre: Expository Text,  Folktale</p> <p>Minilessons: Summarize, Text  Features: Key Words and  Charts, Central Idea and  Relevant Details, Visualize,  Theme, Character Perspective,  Text Features: Timelines and  Captions, Text Structure:  Chronology</p> <p>Listening Comprehension  Shared Reading  Respond to Reading</p> <p><b><u>Writing</u></b>  Genre: Opinion  Minilessons: Analyze the</p>	<p>Teachers Manual  Assessment Sampler  Phonics First, Brainspring  <i>Wonders</i> Teacher's Edition  (McGraw Hill 2023)  <i>Wonders</i> Instructional Routines  Handbook  <i>Wonders</i> Data Dashboard</p>	<p>Blackline Masters  Activity Cards  Vocabulary/Spelling Cards  Reading/Writing Companion  Leveled Readers  Literature Anthology</p>	<p>Smart Board Applications  Google Applications  Chromebooks  <i>Wonders</i> Interactive Student  Edition  <i>Go Wonders</i> Online Tools and  Games  Epic Books  Vooks  TeachYourMonster  IXL  Kahoot  Blooket  SplashLearn</p>
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Formative Assessment Plan	Summative Assessment Plan
<p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● Anecdotal Notes</li> <li>● Fountas and Pinnell Running Record</li> <li>● Exit Tickets</li> <li>● Student Practice Pages</li> <li>● Writing Drafts</li> <li>● Notebooks</li> <li>● Progress Monitoring</li> <li>● Student Self Assessments</li> </ul>	<p><b>Final Assessment/Benchmark/Project:</b></p> <ul style="list-style-type: none"> <li>● Topic tests</li> <li>● MAP testing</li> <li>● Fountas and Pinnell Testing</li> <li>● Final Drafts</li> <li>● Benchmark Assessment</li> </ul>

Differentiation			
Special Education	ELL	At Risk	Gifted and Talented

<ul style="list-style-type: none"> <li>• Modify and accommodate as listed in student IEP or 504 plan.</li> <li>• Utilize wait time effectively.</li> <li>• Communicate clear, concise directions and repeat, reword, modify as necessary.</li> <li>• Use visual aids during lessons and small-group time.</li> <li>• Check for success during lessons with questions and response prompts.</li> <li>• Utilize open-ended questioning techniques.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Utilize extended time and/or reduce number of items given for homework, quizzes, and tests.</li> <li>• Vary formative assessment styles to drive next point of instruction.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online audio books, when appropriate.</li> <li>• Allow for collaboration through strategically selected groups.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Utilize graphic organizers.</li> <li>• Provide and model sentence frames/sentence starters.</li> <li>• Utilize manipulatives as necessary.</li> <li>• Utilize auditory reminders as deemed necessary.</li> <li>• Provide breaks to allow for refocusing as necessary.</li> <li>• Incorporate multi-sensory strategies in phonics instruction.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Provide English/Native Language Dictionary for use.</li> <li>• Place with native-language-speaking teacher/paraprofessional as available.</li> <li>• Read stories/articles/texts in chunks. Before reading each chunk, identify details students should listen for.</li> <li>• Use target words and cognates to understand texts.</li> <li>• Remind students to underline passages and list words they don't understand.</li> <li>• Learn/Utilize/Display some words in the students' native language.</li> <li>• Provide and model sentence frames to help students participate in discussion.</li> <li>• Provide word banks to help students write.</li> <li>• Invite students to after-school tutoring sessions.</li> <li>• Translate printed communications in native language for parents.</li> <li>• Hold conferences with translator present.</li> <li>• Utilize additional NJDOE resources/recommendations.</li> <li>• Review Special Education listing for additional recommendations.</li> <li>• Utilize the <i>Wonders</i> ELL Small Group Guide.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• Provide after-school tutoring services.</li> <li>• Utilize <i>Wonders</i> remediation strategies and leveled readers.</li> <li>• Hold fall and spring parent conferences.</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Utilize wait time effectively.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Provide counseling if necessary to help students cope with challenges.</li> <li>• Utilize strategic grouping with a positive academic role model.</li> <li>• Utilize graphic organizers.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Promote self-initiated and self-directed learning for growth through independent projects.</li> <li>• Utilize <i>Wonders</i> Enrichment Opportunities projects and resources.</li> <li>• Challenge students with age-appropriate books at higher reading levels.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Gifted and Talented Compacting Project that focuses on students' interests, higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report).</li> </ul>
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**Quinton Township School District**  
**English Language Arts**  
**Grade 3**

**Pacing Chart/Curriculum MAP**

**Key:** **Careers** **Technology** **Interdisciplinary Studies**

<b>Unit</b>	4	<b>Unit Title:</b>	Meet the Challenge	<b>Pacing:</b>	30 Days
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**Unit Summary:** In this unit, students will read texts about different ways to meet challenges and how people can take action to change the world around them. Through reading, students interpret fiction and nonfiction texts by reading thoroughly and with purpose, while understanding how organizational structures assist in determining main ideas and supporting details. Students will continue to practice strategies such as close reading, summarizing, and asking and answering questions. Additionally, students will further explore author's point of view, theme, cause and effect, and compare and contrast in reading and writing. By identifying root words and utilizing prefixes and sentence clues, students practice identifying unknown word meanings.

## **Objectives:**

### Language

- Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, phrasing, and automaticity on successive readings.
- Acquire and use grade-appropriate academic vocabulary.
- Identify and use linking verbs correctly.
- Use contractions with the word *not* correctly.
- Identify main and helping verbs.
- Identify complex sentences.
- Decode words with homophones.
- Decode words with different spellings of long u.
- Use knowledge of base words to decode related words.
- Decode plural words.
- Use knowledge of Greek and Latin roots to decode words.

### Reading

- Explain different characters' perspectives in a literary text.
- Explain how one or more characters develop throughout the plot in a literary text.
- Summarize a text to increase comprehension.
- Identify and explain metaphors, personification, and hyperbole in text.
- Compare and contrast how authors present information on the same topic or theme.
- Read and analyze expository text.
- Explain a literary text's theme and how it develops, using details for support.
- Read and interpret poetry.

### Writing

- Write in response to text.
- Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, and some elaboration.
- Spell words with homophones.
- Respond to poetry, citing text evidence.

**Essential Questions:**

How does a strong reader use strategies to build fluency and comprehension?

How does the process of draft, revise and edit support strong writing components?

How do students communicate and share ideas effectively with their peers?

**New Jersey Student Learning Standards****Language Learning Targets:**

L.RF.3.3.A, L.RF.3.3.B, L.RF.3.3.C, L.RF.3.3.D, L.RF.3.3.E, L.RF.3.4.A, L.RF.3.4.B, L.RF.3.4.C

L.WF.3.2.B, L.WF.3.2.F, L.WF.3.2.G, L.WF.3.3.A, L.WF.3.3.C, L.WF.3.3.F, L.WF.3.3.G, L.WF.3.3.H

L.KL.3.1.A, L.KL.3.1.B, L.VL.3.2.A, L.VL.3.2.B, L.VL.3.2.C, L.VL.3.2.D, L.VI.3.3

**Reading Learning Targets:** RL.CR.3.1, RL.CI.3.2, RL.IT.3.3, RI.TS.3.4, RL.PP.3.5, RI.PP.3.5, RL.MF.3.6, RI.MF.3.6, RI.AA.3.7, RL.CT.3.8, RI.CT.3.8

**Writing Learning Targets:** W.AW.3.1, W.IW.3.2.B, W.NW.3.3, W.WP.3.4, W.SE.3.6, W.RW.3.7

**Speaking/Listening:** SL.PE.3.1, SL.II.3.2, SL.ES.3.3, SL.PI.3.4, SL.UM.3.5, SL.AS.3.6

**Cross Curricular Standards:** 9.4.2.CT.2, 9.4.2.CT.3, 8.1.2.AP.4, 1-LS3-1, 1-LS1-1, 1-ESS1-1, 1-ESS1-2, RI.1.6, SL.1.1

Overview of Activity/ Focus	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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<p><b><u>Language</u></b></p> <p>Phonics Activities: Sounds of /U/ , Plural Words, Vowel Team Syllables, Variant Vowel /O/, Greek and Latin Roots, Homophones, R-Controlled Vowel Syllables, Soft C and G; and Words with -er and -est</p> <p>Vocabulary: Prefixes un-, non-, im-, pre-, ; Context Clues, and Metaphors</p> <p><b><u>Reading</u></b></p> <p>Genre: Realistic Fiction, Expository Text, Narrative, and Poetry.</p> <p>Minilessons: Ask and Answer Questions, Character Perspective, Plot: Character Development, Reread, Text Features: Maps and Captions, Text Structures: Compare and Contrast, Repetition and Rhymed Verse, Text Structure: Narrative, Free Verse, and Haiku Theme</p> <p>Listening Comprehension</p> <p>Shared Reading</p> <p>Respond to Reading</p>	<p>Teachers Manual</p> <p>Assessment Sampler</p> <p>Phonics First, Brainspring</p> <p><i>Wonders</i> Teacher's Edition (McGraw Hill 2023)</p> <p><i>Wonders</i> Instructional Routines Handbook</p> <p><i>Wonders</i> Data Dashboard</p>	<p>Blackline Masters</p> <p>Activity Cards</p> <p>Vocabulary/Spelling Cards</p> <p>Reading/Writing Companion</p> <p>Leveled Readers</p> <p>Literature Anthology</p>	<p>Smart Board Applications</p> <p>Google Applications</p> <p>Chromebooks</p> <p><i>Wonders</i> Interactive Student Edition</p> <p><i>Go Wonders</i> Online Tools and Games</p> <p>Epic Books</p> <p>Vooks</p> <p>TeachYourMonster</p> <p>IXL</p> <p>Kahoot</p> <p>Blooket</p> <p>SplashLearn</p>
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Formative Assessment Plan	Summative Assessment Plan
<p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● Anecdotal Notes</li> <li>● Fountas and Pinnell Running Record</li> <li>● Exit Tickets</li> <li>● Student Practice Pages</li> <li>● Writing Drafts</li> <li>● Notebooks</li> <li>● Progress Monitoring</li> <li>● Student Self Assessments</li> </ul>	<p><b>Final Assessment/Benchmark/Project:</b></p> <ul style="list-style-type: none"> <li>● Topic tests</li> <li>● MAP testing</li> <li>● Fountas and Pinnell Testing</li> <li>● Final Drafts</li> <li>● Benchmark Assessment</li> </ul>

Differentiation			
Special Education	ELL	At Risk	Gifted and Talented

<ul style="list-style-type: none"> <li>• Modify and accommodate as listed in student IEP or 504 plan.</li> <li>• Utilize wait time effectively.</li> <li>• Communicate clear, concise directions and repeat, reword, modify as necessary.</li> <li>• Use visual aids during lessons and small-group time.</li> <li>• Check for success during lessons with questions and response prompts.</li> <li>• Utilize open-ended questioning techniques.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Utilize extended time and/or reduce number of items given for homework, quizzes, and tests.</li> <li>• Vary formative assessment styles to drive next point of instruction.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online audio books, when appropriate.</li> <li>• Allow for collaboration through strategically selected groups.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Utilize graphic organizers.</li> <li>• Provide and model sentence frames/sentence starters.</li> <li>• Utilize manipulatives as necessary.</li> <li>• Utilize auditory reminders as deemed necessary.</li> <li>• Provide breaks to allow for refocusing as necessary.</li> <li>• Incorporate multi-sensory strategies in phonics instruction.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Provide English/Native Language Dictionary for use.</li> <li>• Place with native-language-speaking teacher/paraprofessional as available.</li> <li>• Read stories/articles/texts in chunks. Before reading each chunk, identify details students should listen for.</li> <li>• Use target words and cognates to understand texts.</li> <li>• Remind students to underline passages and list words they don't understand.</li> <li>• Learn/Utilize/Display some words in the students' native language.</li> <li>• Provide and model sentence frames to help students participate in discussion.</li> <li>• Provide word banks to help students write.</li> <li>• Invite students to after-school tutoring sessions.</li> <li>• Translate printed communications in native language for parents.</li> <li>• Hold conferences with translator present.</li> <li>• Utilize additional NJDOE resources/recommendations.</li> <li>• Review Special Education listing for additional recommendations.</li> <li>• Utilize the <i>Wonders</i> ELL Small Group Guide.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• Provide after-school tutoring services.</li> <li>• Utilize <i>Wonders</i> remediation strategies and leveled readers.</li> <li>• Hold fall and spring parent conferences.</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Utilize wait time effectively.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Provide counseling if necessary to help students cope with challenges.</li> <li>• Utilize strategic grouping with a positive academic role model.</li> <li>• Utilize graphic organizers.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Promote self-initiated and self-directed learning for growth through independent projects.</li> <li>• Utilize <i>Wonders</i> Enrichment Opportunities projects and resources.</li> <li>• Challenge students with age-appropriate books at higher reading levels.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Gifted and Talented Compacting Project that focuses on students' interests, higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report).</li> </ul>
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**Quinton Township School District**  
**English Language Arts**  
**Grade 3**

**Pacing Chart/Curriculum MAP**

**Key:** **Careers** **Technology** **Interdisciplinary Studies**

<b>Unit</b>	5	<b>Unit Title:</b>	Take Action	<b>Pacing:</b>	30 Days
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**Unit Summary:** In this unit, students read diverse texts on making important decisions and appreciating the value of what they have. Students will read several nonfiction and fiction texts to practice strategies such as rereading, making predictions, and asking and answering text-dependent questions. Expanding language skills, they will focus on identifying root words by using prefixes and suffixes. As writers, they will use text support to write an opinion essay.

## **Objectives:**

### Language

- Read grade-level prose and poetry orally with accuracy, appropriate rate, intonation, and automaticity on successive readings.
- Decode compound words.
- Use knowledge of consonant + *le* syllables to decode words.
- Decode words with inflectional endings.
- Use knowledge of the suffixes *-ful*, *-less*, *-able* to decode words.
- Identify and use singular and plural pronouns.
- Use subject and object pronouns correctly.
- Acquire and use grade-appropriate academic vocabulary.
- Identify and apply knowledge of common Greek and Latin affixes to determine the meaning of unfamiliar words in grade-level content.

### Reading

- Explain how captions and timelines contribute to the meaning of a text.
- Explain the development of an author's purpose in an informational text.
- Identify an author's claim and explain how an author uses evidence to support the claim.
- Identify the text structures of cause and effect.
- Summarize a text to enhance comprehension.
- Compare and contrast how authors present information on the same topic or theme.

### Writing

- Write in response to text.
- Write opinions about a topic or text, include reasons supported by details from one or more sources, and use transitions.

**Essential Questions:**

How does a strong reader use strategies to build fluency and comprehension?

How does the process of draft, revise and edit support strong writing components?

How do students communicate and share ideas effectively with their peers?

**New Jersey Student Learning Standards****Language Learning Targets:**

L.RF.3.3.A, L.RF.3.3.B, L.RF.3.3.C, L.RF.3.3.D, L.RF.3.3.E, L.RF.3.4.A, L.RF.3.4.B, L.RF.3.4.C, L.RF.3.4.C  
L.WF.3.2.B, L.WF.3.2.F, L.WF.3.2.G, L.WF.3.3.B, L.WF.3.3.C, L.WF.3.3.F, L.WF.3.3.G, L.WF.3.3.H  
L.KL.3.1.A, L.KL.3.1.B, L.VL.3.2.A, L.VL.3.2.B, L.VL.3.2.C, L.VL.3.2.D, L.VI.3.3

Reading Learning Targets: RL.CR.3.1, RL.CI.3.2, RL.IT.3.3, RI.TS.3.4, RL.PP.3.5, RI.PP.3.5, RL.MF.3.6, RI.MF.3.6, RIAA.3.7, RL.CT.3.8, RI.CT.3.8

**Writing Learning Targets:** W.AW.3.1, W.IW.3.2.B, W.NW.3.3, W.WP.3.5, W.SE.3.6, W.RW.3.7

**Speaking/Listening:** SL.PE.3.1, SL.II.3.2, SL.ES.3.3, SL.PI.3.4, SL.UM.3.5, SL.AS.3.6

**Cross Curricular Standards:** 9.4.2.CT.2, 9.4.2.CT.3, 8.1.2.AP.4, 1-LS3-1, 1-LS1-1, 1-ESS1-1, 1-ESS1-2, RI.1.6, SL.1.1

Overview of Activity/ Focus	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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<p><b><u>Language</u></b></p> <p>Phonics Activities: Compound Words, Structural Analysis: Consonant + <i>le</i> Syllables, Inflectional Endings, Structural Analysis: Suffixes: <i>-ful, -less, -able</i>, Syllabication: Closed Syllables, Base Words in Related Words, <i>y</i> to <i>i</i>, Suffixes: <i>-ful, -ness, -less</i>, Open Syllables, Prefixes and Suffixes</p> <p>Vocabulary: Academic Vocabulary, Prefixes and Suffixes, Antonyms, Base Words, Homographs, Homophones</p> <p><b><u>Reading</u></b></p> <p>Genre: Biography, Fairy Tale, Argumentative Text</p> <p>Minilessons: Ask and Answer Questions, Text Features: Captions and Timelines, Author's Claim, Summarize, Theme, Character Perspective, Text Features: Author's Claim, Text Structure: Cause and Effect</p> <p>Listening Comprehension Shared Reading</p>	<p>Teachers Manual Assessment Sampler Phonics First, Brainspring <i>Wonders</i> Teacher's Edition (McGraw Hill 2023) <i>Wonders</i> Instructional Routines Handbook <i>Wonders</i> Data Dashboard</p>	<p>Blackline Masters Activity Cards Vocabulary/Spelling Cards Reading/Writing Companion Leveled Readers Literature Anthology</p>	<p>Smart Board Applications Google Applications Chromebooks <i>Wonders</i> Interactive Student Edition <i>Go Wonders</i> Online Tools and Games Epic Books Vooks TeachYourMonster IXL Kahoot Blooket SplashLearn</p>
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Formative Assessment Plan	Summative Assessment Plan
<p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● Anecdotal Notes</li> <li>● Fountas and Pinnell Running Record</li> <li>● Exit Tickets</li> <li>● Student Practice Pages</li> <li>● Writing Drafts</li> <li>● Notebooks</li> <li>● Progress Monitoring</li> <li>● Student Self Assessments</li> </ul>	<p><b>Final Assessment/Benchmark/Project:</b></p> <ul style="list-style-type: none"> <li>● Topic tests</li> <li>● MAP testing</li> <li>● Fountas and Pinnell Testing</li> <li>● Final Drafts</li> <li>● Benchmark Assessment</li> </ul>

Differentiation			
Special Education	ELL	At Risk	Gifted and Talented

<ul style="list-style-type: none"> <li>• Modify and accommodate as listed in student IEP or 504 plan.</li> <li>• Utilize wait time effectively.</li> <li>• Communicate clear, concise directions and repeat, reword, modify as necessary.</li> <li>• Use visual aids during lessons and small-group time.</li> <li>• Check for success during lessons with questions and response prompts.</li> <li>• Utilize open-ended questioning techniques.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Utilize extended time and/or reduce number of items given for homework, quizzes, and tests.</li> <li>• Vary formative assessment styles to drive next point of instruction.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online audio books, when appropriate.</li> <li>• Allow for collaboration through strategically selected groups.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Utilize graphic organizers.</li> <li>• Provide and model sentence frames/sentence starters.</li> <li>• Utilize manipulatives as necessary.</li> <li>• Utilize auditory reminders as deemed necessary.</li> <li>• Provide breaks to allow for refocusing as necessary.</li> <li>• Incorporate multi-sensory strategies in phonics instruction.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Provide English/Native Language Dictionary for use.</li> <li>• Place with native-language-speaking teacher/paraprofessional as available.</li> <li>• Read stories/articles/texts in chunks. Before reading each chunk, identify details students should listen for.</li> <li>• Use target words and cognates to understand texts.</li> <li>• Remind students to underline passages and list words they don't understand.</li> <li>• Learn/Utilize/Display some words in the students' native language.</li> <li>• Provide and model sentence frames to help students participate in discussion.</li> <li>• Provide word banks to help students write.</li> <li>• Invite students to after-school tutoring sessions.</li> <li>• Translate printed communications in native language for parents.</li> <li>• Hold conferences with translator present.</li> <li>• Utilize additional NJDOE resources/recommendations.</li> <li>• Review Special Education listing for additional recommendations.</li> <li>• Utilize the <i>Wonders</i> ELL Small Group Guide.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• Provide after-school tutoring services.</li> <li>• Utilize <i>Wonders</i> remediation strategies and leveled readers.</li> <li>• Hold fall and spring parent conferences.</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Utilize wait time effectively.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Provide counseling if necessary to help students cope with challenges.</li> <li>• Utilize strategic grouping with a positive academic role model.</li> <li>• Utilize graphic organizers.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Promote self-initiated and self-directed learning for growth through independent projects.</li> <li>• Utilize <i>Wonders</i> Enrichment Opportunities projects and resources.</li> <li>• Challenge students with age-appropriate books at higher reading levels.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Gifted and Talented Compacting Project that focuses on students' interests, higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report).</li> </ul>
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**Quinton Township School District**  
**English Language Arts**  
**Grade 3**

**Pacing Chart/Curriculum MAP**

**Key:** **Careers** **Technology** **Interdisciplinary Studies**

<b>Unit</b>	6	<b>Unit Title:</b>	Think It Over	<b>Pacing:</b>	30 Days
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**Unit Summary:** Throughout this unit, students continue to explore author’s point of view, theme, cause and effect, problem and solution, and compare and contrast through interactive read alouds as well as differentiated small-group reading. Students will continue to incorporate vocabulary strategies in their reading to make meaning. At the end of the unit, students will be able to answer how people decide on what is important in their lives. Students will apply the use of Greek and Latin roots of words, as well as context clues, to identify the meaning of unknown words in reading and writing. They will write expository pieces with supporting details and examples.

## **Objectives:**

### Language

- 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.
- identify and use adjectives and articles correctly.
- Identify and use adjectives that compare.
- Use knowledge of Greek and Latin roots to decode words.
- Use knowledge of Latin suffixes to decode words.
- Read grade-level prose and poetry orally with accuracy, appropriate phrasing, rate, expression, and automaticity on successive readings.
- Identify and apply knowledge of common Greek and Latin roots to determine the meaning of unfamiliar words in grade-level content.

### Reading

- Identify and explain metaphors, personification, and hyperbole in texts.
- Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.
- Explain the development of author's purpose in an informational text.
- Identify the central idea and explain how relevant details support that idea in a text.

### Writing

- Write in response to text.
- Write expository texts about a topic, using one or more sources, providing facts and details and some elaboration.
- Spell words with prefixes.
- Spell words with consonant + *le* syllables.
- Identify and use adjectives and articles correctly.
- Identify and use adjectives that compare.

**Essential Questions:**

How does a strong reader use strategies to build fluency and comprehension?

How does the process of draft, revise and edit support strong writing components?

How do students communicate and share ideas effectively with their peers?

**New Jersey Student Learning Standards****Language Learning Targets:**

L.RF.3.3.A, L.RF.3.3.B, L.RF.3.3.C, L.RF.3.3.D, L.RF.3.3.E, L.RF.3.4.A, L.RF.3.4.B, L.RF.3.4.C

L.WF.3.2.B, L.WF.3.2.F, L.WF.3.2.G, L.WF.3.3.B, L.WF.3.3.C, L.WF.3.3.F, L.WF.3.3.G, L.WF.3.3.H

L.KL.3.1.A, L.KL.3.1.B, L.VL.3.2.A, L.VL.3.2.B, L.VL.3.2.C, L.VL.3.2.D, L.VI.3.3

**Reading Learning Targets:** RL.CR.3.1, RL.CI.3.2, RL.IT.3.3, RI.TS.3.4, RL.PP.3.5, RI.PP.3.5, RL.MF.3.6, RI.MF.3.6, RI.AA.3.7, RL.CT.3.8, RI.CT.3.8

**Writing Learning Targets:** W.AW.3.1, W.IW.3.2.B, W.NW.3.3, W.WP.3.4, W.SE.3.6, W.RW.3.7

**Speaking/Listening:** SL.PE.3.1, SL.II.3.2, SL.ES.3.3, SL.PI.3.4, SL.UM.3.5, SL.AS.3.6

**Cross Curricular Standards:** 9.4.2.CT.2, 9.4.2.CT.3, 8.1.2.AP.4, 1-LS3-1, 1-LS1-1, 1-ESS1-1, 1-ESS1-2, RI.1.6, SL.1.1

Overview of Activity/ Focus	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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<p><b><u>Language</u></b>  Phonics Activities: Prefixes, Greek and Latin Roots, Consonant + <i>le</i> Syllables, Latin Suffixes, Vowel Team Syllables, Base Words in Related Words, <i>r</i>-Controlled Vowel Syllables, Suffixes: <i>-ful</i>, <i>-less</i>, <i>-ly</i>, Structural Analysis: Frequently Misspelled Words</p> <p>Vocabulary: Academic Vocabulary, Greek and Latin Roots, Multiple-Meaning Words, Base Words, Compound Words, Poetry Terms, Idioms</p> <p><b><u>Reading</u></b>  Genre: Biography, Drama/Myth, Poetry</p> <p>Minilessons: Reread, Text Features: Key Words and Photographs, Central Idea and Relevant Details, Make Predictions, Elements of a Play, Theme, Rhythm and Rhymed Verse, Text Structure: Stanzas and Events, Character Perspective</p> <p>Listening Comprehension  Shared Reading</p>	<p>Teachers Manual  Assessment Sampler  Phonics First, Brainspring  <i>Wonders</i> Teacher's Edition (McGraw Hill 2023)  <i>Wonders</i> Instructional Routines Handbook  <i>Wonders</i> Data Dashboard</p>	<p>Blackline Masters  Activity Cards  Vocabulary/Spelling Cards  Reading/Writing Companion  Leveled Readers  Literature Anthology</p>	<p>Smart Board Applications  Google Applications  Chromebooks  <i>Wonders</i> Interactive Student Edition  <i>Go Wonders</i> Online Tools and Games  Epic Books  Vooks  TeachYourMonster  IXL  Kahoot  Blooket  SplashLearn</p>
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Formative Assessment Plan	Summative Assessment Plan
<p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● Anecdotal Notes</li> <li>● Fountas and Pinnell Running Record</li> <li>● Exit Tickets</li> <li>● Student Practice Pages</li> <li>● Writing Drafts</li> <li>● Notebooks</li> <li>● Progress Monitoring</li> <li>● Student Self Assessments</li> </ul>	<p><b>Final Assessment/Benchmark/Project:</b></p> <ul style="list-style-type: none"> <li>● Topic tests</li> <li>● MAP testing</li> <li>● Fountas and Pinnell Testing</li> <li>● Final Drafts</li> <li>● NJSLA Testing</li> <li>● Benchmark Assessment</li> <li>● School-wide Writing Assessment - Post</li> </ul>

Differentiation			
Special Education	ELL	At Risk	Gifted and Talented



<ul style="list-style-type: none"> <li>• Modify and accommodate as listed in student IEP or 504 plan.</li> <li>• Utilize wait time effectively.</li> <li>• Communicate clear, concise directions and repeat, reword, modify as necessary.</li> <li>• Use visual aids during lessons and small-group time.</li> <li>• Check for success during lessons with questions and response prompts.</li> <li>• Utilize open-ended questioning techniques.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Utilize extended time and/or reduce number of items given for homework, quizzes, and tests.</li> <li>• Vary formative assessment styles to drive next point of instruction.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online audio books, when appropriate.</li> <li>• Allow for collaboration through strategically selected groups.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Utilize graphic organizers.</li> <li>• Provide and model sentence frames/sentence starters.</li> <li>• Utilize manipulatives as necessary.</li> <li>• Utilize auditory reminders as deemed necessary.</li> <li>• Provide breaks to allow for refocusing as necessary.</li> <li>• Incorporate multi-sensory strategies in phonics instruction.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Provide English/Native Language Dictionary for use.</li> <li>• Place with native-language-speaking teacher/paraprofessional as available.</li> <li>• Read stories/articles/texts in chunks. Before reading each chunk, identify details students should listen for.</li> <li>• Use target words and cognates to understand texts.</li> <li>• Remind students to underline passages and list words they don't understand.</li> <li>• Learn/Utilize/Display some words in the students' native language.</li> <li>• Provide and model sentence frames to help students participate in discussion.</li> <li>• Provide word banks to help students write.</li> <li>• Invite students to after-school tutoring sessions.</li> <li>• Translate printed communications in native language for parents.</li> <li>• Hold conferences with translator present.</li> <li>• Utilize additional NJDOE resources/recommendations.</li> <li>• Review Special Education listing for additional recommendations.</li> <li>• Utilize the <i>Wonders</i> ELL Small Group Guide.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• Provide after-school tutoring services.</li> <li>• Utilize <i>Wonders</i> remediation strategies and leveled readers.</li> <li>• Hold fall and spring parent conferences.</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Utilize wait time effectively.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Provide counseling if necessary to help students cope with challenges.</li> <li>• Utilize strategic grouping with a positive academic role model.</li> <li>• Utilize graphic organizers.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Promote self-initiated and self-directed learning for growth through independent projects.</li> <li>• Utilize <i>Wonders</i> Enrichment Opportunities projects and resources.</li> <li>• Challenge students with age-appropriate books at higher reading levels.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Gifted and Talented Compacting Project that focuses on students' interests, higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report).</li> </ul>
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