

**Quinton Township School District
English Language Arts Literacy-Phonics/Spelling
Grade 3**

Pacing Chart/Curriculum MAP

Marking Period:	1	Unit Title:	Word Study/Spelling	Pacing:	September - November
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Unit Summary: The spelling and word study curriculum is blended to use as a tool for knowledge and understanding of how sounds and letters work together in words. Students consolidate their knowledge of sound patterns in the ways words are constructed. Students build a bank of high frequency words.

Objectives:

Spelling

Students will be able to:

Spell classmates and teachers names accurately

Spell compound words accurately

Recognize spelling patterns

Word Study

Students will be able to:

*Formulate words with beginning consonant clusters

*Use onset and rime cards to create new words

*Write and read new words

*Formulate words with ending consonant clusters

*Produce the short vowel sound in words

*Recognize compound words

Essential Questions: What skills does a good speller use?

How do readers figure out words?

How can word work help me with reading?

How can I spell so other readers can read my words?

How can I solve words I don't know when I am reading?

What are vocabulary words?

How do I edit my writing for spelling?

What do I do when I don't understand a word?

Common Core State Standards/Learning Targets:

Spelling

LA.3.L.3.2e

LA.3.L.3.2f

Word Study

ELA.Literacy.RF.3.3.c

LA.3L.3.3.a

Interdisciplinary Connections/Including 21st Century Themes and Skills: Technology, Reading, Listening, Speaking, Personal Expression, Perseverance, Cooperation, Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration, Life & Career Skill

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Spellers explore word patterns and sounds. Spellers study these patterns to learn how to spell.</p> <p>Lesson 1 <i>Word Study Lessons</i> by Irene C. Fountas & Gay Su Pinnell Letter/Sound Relationships Lesson 1 “Recognizing Words with Consonant Cluster” page 75-78</p> <p>Lesson 2 <i>Word Study Lessons</i> by Irene C. Fountas & Gay Su Pinnell Letter/Sound Relationships Lesson 2 “Identifying Words with Ending Consonant Cluster” page 79-82</p> <p>Lesson 3 <i>Word Study Lessons</i> by Irene C. Fountas & Gay Su Pinnell Spelling Patterns Lesson 1 “Recognizing Phonograms with Short Vowels Sounds” page 153-156</p>	<p>Lesson 1-6 <i>Word Study Lessons</i> by Irene C. Fountas & Gay Su Pinnell</p>	<p>Lesson 1 Highlighter Pocket Chart Pocket Chart Card Template List Sheets Category Word Cards, Onset and Rimes. (s, l, r, and tw onsets)</p> <p>Lesson Two Chart paper Markers Magnetic letters Word Pair sheets Lesson LS 2 Word Cards</p> <p>Lesson Three Pocket Chart Magnetic Letters Enlarged Word Search for demonstration Pocket Chart Card Template</p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● SpellingCity.com

<p>Lesson 4 <i>Word Study Lessons</i> by Irene C. Fountas & Gay Su Pinnell Word Meaning/ Vocabulary Lesson 1 “Recognizing and Using Compound Words” page 249-252</p> <p>Lesson 5 <i>Word Study Lessons</i> by Irene C. Fountas & Gay Su Pinnell Word Meaning/ Vocabulary Lesson 2 “Working with Compound Words” page 253-256</p> <p>Lesson 6 <i>Word Study Lessons</i> by Irene C. Fountas & Gay Su Pinnell Spelling Patterns Lesson 3 “Recognizing Words Patterns with Long Vowel Sounds” page 75-78</p>		<p>List Sheets Directions for Word Searches Word Search Template Lesson SP 1 Word Cards</p> <p>Lesson Four Chart Paper Markers List Sheets Lesson WM/V 1 Word Cards Category Word Cards Compound Words List</p> <p>Lesson Five Chart Paper Markers Four - Way Sort Cards Four - Way Sort Sheets Lesson WM/V Word Cards Category Word Cards Compound Words List</p> <p>Lesson Six Pocket Chart Pocket Chart Card Template</p>	
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		Category Word Cards, Onsets and Rimes List Sheets Three-Way Sort Cards Three-Way Sort Sheets	
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> ● Teacher observation and anecdotal records, ● Think-pair-share ● graphic organizer ● question and answer ● thumbs up/thumbs down ● anchor chart ● card sort. 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project:</p> <ul style="list-style-type: none"> ● Weekly spelling test ● School wide writing benchmark assessment ● FALL MAP benchmark assessment <p>Suggested skills to be assessed:</p> <ul style="list-style-type: none"> ● Correct spelling ● Decoding/encoding words

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> ● RTI ● Modify and accommodate as listed in student's IEP or 504 plan ● Utilize effective amount of wait time ● Hold high expectations ● Communicate directions clearly and concisely and repeat, reword, modify as necessary. ● Utilize open-ended questioning techniques ● Utilize scaffolding to support 	<ul style="list-style-type: none"> ● RTI ● Speech/Language Therapy ● Rosetta Stone ● Hold high expectations ● Provide English/Spanish Dictionary for use ● Place with Spanish speaking teacher/paraprofessional as available ● Learn/Utilize/Display some words in the students' native language ● Invite student to after school tutoring sessions ● Basic Skills 	<ul style="list-style-type: none"> ● RTI Tiered Interventions following RTI framework ● Support instruction with RTI intervention resources ● Provide after school tutoring services ● Basic Skills Instruction ● Hold high expectations ● Fountas and Pinnell Phonics ● Hold parent conferences fall and spring ● Make modifications to instructional 	<ul style="list-style-type: none"> ● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Enable students to explore continually changing

<p>instruction.</p> <ul style="list-style-type: none"> ● Chunk tasks into smaller components ● Provide step by step instructions ● Model and use visuals as often as possible ● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. ● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. ● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. ● Create rubrics/allow 	<p>Instruction</p> <ul style="list-style-type: none"> ● Utilize formative assessments to drive instruction ● Translate printed communications for parents in native language ● Hold conferences with translator present ● Utilize additional NJDOE resources/recommendations ● Review Special Education listing for additional recommendations ● Establish a consistent and daily routine 	<p>plans based on I and RS Plan.</p> <ul style="list-style-type: none"> ● Develop a record system to encourage good behavior and completion of work. ● Establish a consistent and daily routine. 	<p>knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</p> <ul style="list-style-type: none"> ● Encourage exposure to, selection and use of appropriate and specialized resources. ● Promote self-initiated and self-directed learning and growth. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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students to assist with task, so that all are aware of expectations.

- **Create modified assessments.**
- **Allow students to utilize online books, when available, to listen to oral recorded reading.**
- **Provide individualized assistance as necessary.**
- **Allow for group work (strategically selected) and collaboration as necessary.**
- **Utilize homework recorder within SIS.**
- **Allow for copies of notes to be shared out.**
- **Utilize assistive technology as appropriate.**

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| <ul style="list-style-type: none">● Provide meaningful feedback and utilize teachable moments.● Utilize graphic organizers● Introduce/review study skills● Provide reading material at or slightly above students' reading levels.● Utilize manipulatives as necessary.● Establish a consistent and daily routine | | | |
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**Quinton Township School District
English Language Arts Literacy-Phonics/Spelling
Grade 3**

Pacing Chart/Curriculum MAP

Marking Period:	2	Unit Title:	Word Study/Spelling	Pacing:	November - January
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Unit Summary: The spelling and word study curriculum is blended to use as a tool for knowledge and understanding of how sounds and letters work together in words. Students consolidate their knowledge of sound patterns in the ways words are constructed. Students build a bank of high frequency words.

Objectives:

Spelling

Students will be able to:

Spell compound words accurately

Recognize spelling patterns

Word Study

Students will be able to:

*Formulate words with plurals by adding -es

*Explore the meaning of homophones

*Write and read new words

*Recognize the meaning of homophones

*Formulate plural of words ending in y

Essential Questions:What skills does a good speller use?

How do readers figure out words?

How can word work help me with reading?

How can I spell so other readers can read my words?

How can I solve words I don't know when I am reading?

What are vocabulary words?

How do I edit my writing for spelling?

What do I do when I don't understand a word?

Common Core State Standards/Learning Targets:

Spelling

LA.3.L.3.2e

LA.3.L.3.2f

Word Study

ELA.Literacy.RF.3.3.c

LA.3.L.3.3.a

LA.3.L.3.1.b

LA.3.L.3.4.b

LA.3.L.3.4.c

Interdisciplinary Connections/Including 21st Century Themes and Skills: Technology, Reading, Listening, Speaking, Personal Expression, Perseverance, Cooperation, Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration, Life & Career Skills

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Spellers explore word patterns and sounds. Spellers study these patterns to learn how to spell.</p> <p>Lesson 7 <i>Word Study Lessons</i> by Irene C. Fountas & Gay Su Pinnell Word Meaning/Vocabulary Lesson 3 “Exploring Homophones” page 257-260</p> <p>Lesson 8 <i>Word Study Lessons</i> by Irene C. Fountas & Gay Su Pinnell Word Meaning/Vocabulary Lesson 12 “Recognizing Homographs ” page 293-295</p> <p>Lesson 9 <i>Word Study Lessons</i> by Irene C. Fountas & Gay Su Pinnell Word Meaning/Vocabulary Lesson 11 “Recognizing Homophones, Synonyms, and Antonyms” page 257-260</p>	<p>Lesson 7 - 11 <i>Word Study Lessons</i> by Irene C. Fountas & Gay Su Pinnell</p>	<p>Lesson Seven Chart paper to make class chart of “A Call from Auntie.” Markers Homophone Pairs List Homophones Sentence Sheet</p> <p>Lesson Eight Chapter paper Markers Four-Box Sheets Lesson WM/V 12 Word Cards</p> <p>Lesson Nine Synonym, antonym, and homophone charts from previous lessons Chart paper Markers Die for Word Grid Games with “H” on two sides, “A” on two sides, and “S” on two</p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● SpellingCity.com ● Plural Powerpoint

<p>Lesson 10 <i>Word Study Lessons</i> by Irene C. Fountas & Gay Su Pinnell Word Structure Lesson 7 “Forming Plurals of Words That Add -es” page 367-370</p> <p>Lesson 11 <i>Word Study Lessons</i> by Irene C. Fountas & Gay Su Pinnell Word Structure Lesson 8 “Forming Plurals of Words Ending with y” page 370-374</p>		<p>sides. Directions for Word Grids Word Grids (scatter pairs of homophones, synonyms, and antonyms in the spaces on the Word Grid Template before photocopying.</p> <p>Lesson Ten Pocket Chart Pocket Chart Card Template Three-Way Sort Sheets Lesson WS 7 Word Cards</p> <p>Lesson Eleven Pocket Chart Markers Pocket Chart Card Template Two-Way Sort Sheets Lesson WS 8 Word Cards</p>	
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> ● Teacher observation and anecdotal records, ● Think-pair-share ● graphic organizer ● question and answer ● thumbs up/thumbs down ● anchor chart ● card sort. 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project:</p> <ul style="list-style-type: none"> ● Weekly spelling test ● School wide writing benchmark assessment ● FALL MAP benchmark assessment <p>Suggested skills to be assessed:</p> <ul style="list-style-type: none"> ● Correct spelling ● Decoding/encoding words

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> ● RTI ● Modify and accommodate as 	<ul style="list-style-type: none"> ● RTI ● Speech/Language Therapy ● Rosetta Stone 	<ul style="list-style-type: none"> ● RTI Tiered Interventions following RTI framework 	<ul style="list-style-type: none"> ● Organize the curriculum to include more elaborate, complex,

<p>listed in student's IEP or 504 plan</p> <ul style="list-style-type: none"> ● Utilize effective amount of wait time ● Hold high expectations ● Communicate directions clearly and concisely and repeat, reword, modify as necessary. ● Utilize open-ended questioning techniques ● Utilize scaffolding to support instruction. ● Chunk tasks into smaller components ● Provide step by step instructions ● Model and use visuals as often as possible ● Utilize extended time and/or reduce amount of items 	<ul style="list-style-type: none"> ● Hold high expectations ● Provide English/Spanish Dictionary for use ● Place with Spanish speaking teacher/paraprofessional as available ● Learn/Utilize/Display some words in the students' native language ● Invite student to after school tutoring sessions ● Basic Skills Instruction ● Utilize formative assessments to drive instruction ● Translate printed communications for parents in native language ● Hold conferences with translator present ● Utilize additional 	<ul style="list-style-type: none"> ● Support instruction with RTI intervention resources ● Provide after school tutoring services ● Basic Skills Instruction ● Hold high expectations ● Fountas and Pinnell Phonics ● Hold parent conferences fall and spring ● Make modifications to instructional plans based on I and RS Plan. ● Develop a record system to encourage good behavior and completion of work. ● Establish a consistent and daily routine. 	<p>and in-depth study of major ideas and problems through Compacting.</p> <ul style="list-style-type: none"> ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. ● Encourage exposure to, selection and use of appropriate and specialized resources.
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<p>given for homework, quizzes, and tests.</p> <ul style="list-style-type: none">● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.● Create rubrics/allow students to assist with task, so that all are aware of expectations.● Create modified assessments.● Allow students to utilize online books, when available, to listen to oral recorded reading.	<p>NJDOE resources/recommendations</p> <ul style="list-style-type: none">● Review Special Education listing for additional recommendations● Establish a consistent and daily routine		<ul style="list-style-type: none">● Promote self-initiated and self-directed learning and growth.● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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| <ul style="list-style-type: none">● Provide individualized assistance as necessary.● Allow for group work (strategically selected) and collaboration as necessary.● Utilize homework recorder within SIS.● Allow for copies of notes to be shared out.● Utilize assistive technology as appropriate.● Provide meaningful feedback and utilize teachable moments.● Utilize graphic organizers● Introduce/review study skills● Provide reading material at or slightly above students' reading | | | |
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<p>levels.</p> <ul style="list-style-type: none">● Utilize manipulatives as necessary.● Establish a consistent and daily routine			
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Quinton Township School District
English Language Arts Literacy-Phonics/Spelling
Grade 3

Pacing Chart/Curriculum MAP

Marking Period:	3	Unit Title:	Word Study/Spelling	Pacing:	February - April
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Unit Summary: Students build on skills and understanding to spell and solve more complex, multisyllabic words. They learn to transfer spelling strategies into daily writing activities, and continue to build their high frequency word bank. Students' speaking, reading, and writing vocabularies are expanded as they develop a more complex understanding of words.

Objectives:

Spelling

Students will be able to:

Spell compound words accurately

Recognize spelling patterns

Word Study

Students will be able to:

*Formulate plurals of words ending in f, fe, or lf

*Formulate plurals of words ending in o

*Write and read new words

*Recognize final ending sound /k/ in words

*Identify vowel sounds: oo, oi, and oy

*Notice silent letters in words

Essential Questions: What skills does a good speller use?
 How do readers figure out words?
 How can word work help me with reading?
 How can I spell so other readers can read my words?
 How can I solve words I don't know when I am reading?
 What are vocabulary words?
 How do I edit my writing for spelling?
 What do I do when I don't understand a word?

Common Core State Standards/Learning Targets:

Spelling
 LA.3.L.3.2e
 LA.3.L.3.2f
 Word Study
 ELA.Literacy.RF.3.3.c
 LA.3.L.3.3.a
 LA.3.L.3.1.b

Interdisciplinary Connections/Including 21st Century Themes and Skills: Technology, Reading, Listening, Speaking, Personal Expression, Perseverance, Cooperation, Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration, Life & Career Skills

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Spellers explore word patterns and	Lesson 12 - 16	Lesson 12	<ul style="list-style-type: none"> Smart Board

<p>sounds. Spellers study these patterns to learn how to spell.</p> <p>Lesson 12 <i>Word Study Lessons</i> by Irene C. Fountas & Gay Su Pinnell Word Structure Lesson 9 “Forming Plurals of Words Ending in f, fe, or lf” page 375-380</p> <p>Lesson 13 <i>Word Study Lessons</i> by Irene C. Fountas & Gay Su Pinnell Word Structure Lesson 16 “Forming Plurals of Words Ending in o” page 403-406</p> <p>Lesson 14 <i>Word Study Lessons</i> by Irene C. Fountas & Gay Su Pinnell Letter/Sound Relationships Lesson 16 “Recognizing Words with the Final k sound: c, k, ke, ck, que” page 135-138</p> <p>Lesson 15 <i>Word Study Lessons</i> by Irene C. Fountas & Gay Su Pinnell Letter/Sound Relationships Lesson 7</p>	<p><i>Word Study Lessons</i> by Irene C. Fountas & Gay Su Pinnell</p>	<p>Chart paper Markers Two - Column Sheets Lesson WS 9 Word Cards</p> <p>Lesson 13 Chart paper Markers Four-Way Sort Sheets Four-Way Sort Cards Lesson WS 16 Word Cards</p> <p>Lesson 14 Chart paper Markers Magnetic letters List Sheets Lesson LS 16 Word Cards</p> <p>Lesson 15 Pocket chart Magnetic letters Pocket Chart Card Template List Sheets Lesson LS 7 Word</p>	<p>Applications</p> <ul style="list-style-type: none"> ● Google Applications ● Plural Powerpoint ● SpellingCity.com
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<p>“Identifying Other Vowel Sounds oo, oi, oy, ow, aw, au” page 99-102</p> <p>Lesson 16 <i>Word Study Lessons</i> by Irene C. Fountas & Gay Su Pinnell Letter/Sound Relationships Lesson 11 “Noticing Silent Letters in Words” page 115-118</p>		<p>Cards</p> <p>Lesson 16 Chart paper Markers Two-Way Sort Cards Two-Way Sort Sheets Lesson LS 11 Word Cards</p>	
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> • Teacher observation and anecdotal records, 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project:</p> <ul style="list-style-type: none"> • Weekly spelling test • School wide writing benchmark assessment • FALL MAP benchmark assessment

<ul style="list-style-type: none"> ● Think-pair-share ● graphic organizer ● question and answer ● thumbs up/thumbs down ● anchor chart ● card sort. 	<p>Suggested skills to be assessed:</p> <ul style="list-style-type: none"> ● Correct spelling ● Decoding/encoding words
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Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> ● RTI ● Modify and accommodate as listed in student's IEP or 504 plan ● Utilize effective amount of wait time ● Hold high expectations ● Communicate directions clearly and concisely and repeat, reword, 	<ul style="list-style-type: none"> ● RTI ● Speech/Language Therapy ● Rosetta Stone ● Hold high expectations ● Provide English/Spanish Dictionary for use ● Place with Spanish speaking teacher/paraprofessional as available ● Learn/Utilize/Display 	<ul style="list-style-type: none"> ● RTI Tiered Interventions following RTI framework ● Support instruction with RTI intervention resources ● Provide after school tutoring services ● Basic Skills Instruction ● Hold high expectations 	<ul style="list-style-type: none"> ● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. ● Allow for the development and application of productive thinking skills to enable students to

<p>modify as necessary.</p> <ul style="list-style-type: none"> ● Utilize open-ended questioning techniques ● Utilize scaffolding to support instruction. ● Chunk tasks into smaller components ● Provide step by step instructions ● Model and use visuals as often as possible ● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. ● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. ● Utilize a variety of formative 	<p>some words in the students' native language</p> <ul style="list-style-type: none"> ● Invite student to after school tutoring sessions ● Basic Skills Instruction ● Utilize formative assessments to drive instruction ● Translate printed communications for parents in native language ● Hold conferences with translator present ● Utilize additional NJDOE resources/recommendations ● Review Special Education listing for additional recommendations ● Establish a consistent and daily routine 	<ul style="list-style-type: none"> ● Fountas and Pinnell Phonics ● Hold parent conferences fall and spring ● Make modifications to instructional plans based on I and RS Plan. ● Develop a record system to encourage good behavior and completion of work. ● Establish a consistent and daily routine. 	<p>re-conceptualize existing knowledge and/or generate new knowledge.</p> <ul style="list-style-type: none"> ● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. ● Encourage exposure to, selection and use of appropriate and specialized resources. ● Promote self-initiated and self-directed learning and growth. ● Provide for the development of self-understanding of one's relationships with
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<p>assessments to drive next point of instruction/differentiated instructional practices.</p> <ul style="list-style-type: none">● Create rubrics/allow students to assist with task, so that all are aware of expectations.● Create modified assessments.● Allow students to utilize online books, when available, to listen to oral recorded reading.● Provide individualized assistance as necessary.● Allow for group work (strategically selected) and collaboration as necessary.● Utilize homework			<p>people, societal institutions, nature and culture.</p>
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<p>recorder within SIS.</p> <ul style="list-style-type: none">● Allow for copies of notes to be shared out.● Utilize assistive technology as appropriate.● Provide meaningful feedback and utilize teachable moments.● Utilize graphic organizers● Introduce/review study skills● Provide reading material at or slightly above students' reading levels.● Utilize manipulatives as necessary.● Establish a consistent and daily routine			
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**Quinton Township School District
English Language Arts Literacy-Phonics/Spelling
Grade 3**

Pacing Chart/Curriculum MAP

Marking Period:	4	Unit Title:	Word Study/Spelling	Pacing:	April - June
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Unit Summary:

Students build on skills and understanding to spell and solve more complex, multisyllabic words. They learn to transfer spelling strategies into daily writing activities, and continue to build their high frequency word bank. Students' speaking, reading, and writing vocabularies are expanded as they develop a more complex understanding of words.

Objectives:

Spelling

Students will be able to:

Spell compound words accurately

Recognize spelling patterns

Word Study

Students will be able to:

*Formulate comparative and superlative adjectives by adding -er and -est

*Recognize and use metaphors and similes

- *Write and read new words
- *Distinguish among nouns, verbs, and adjectives
- *Produce the r-controlled vowel sound in words

Essential Questions: What skills does a good speller use?
How do readers figure out words?
How can word work help me with reading?
How can I spell so other readers can read my words?
How can I solve words I don't know when I am reading?
What are vocabulary words?
How do I edit my writing for spelling?
What do I do when I don't understand a word?

Common Core State Standards/Learning Targets:

Spelling

LA.3.L.3.2e

LA.3.L.3.2f

Word Study

ELA.Literacy.RF.3.3.c

LA.3.L.3.3.a

LA.3.L.3.4.b

LA.3.L.3.4.c

LA.3.L.3.1.a

LA.3.L.3.1.g

Interdisciplinary Connections/Including 21st Century Themes and Skills: Technology, Reading, Listening, Speaking, Personal

Expression, Perseverance, Cooperation, Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration, Life & Career Skills

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Spellers explore word patterns and sounds. Spellers study these patterns to learn how to spell.</p> <p>Lesson 17 <i>Word Study Lessons</i> by Irene C. Fountas & Gay Su Pinnell Word Meaning/Vocabulary Lesson 21 "Recognizing and Using Metaphors and Similes" page 329-334</p> <p>Lesson 18 <i>Word Study Lessons</i> by Irene C. Fountas & Gay Su Pinnell Letter/Sound Relationships Lesson 7 "Recognizing Words with r-Influenced Vowel Sounds" page 127-130</p> <p>Lesson 19 <i>Word Study Lessons</i> by Irene C.</p>	<p>Lesson 17 -21 <i>Word Study Lessons</i> by Irene C. Fountas & Gay Su Pinnell</p>	<p>Lesson 17 Chart paper "December Leaves" Poem Markers</p> <p>Lesson 18 Chart paper Markers Enlarged word search for demonstration Directions for word search Word Search templates Word Search made from the Word Search Template and Lesson LS 14 Word List</p> <p>Lesson 19 Chart paper Markers in three</p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● SpellingCity.com ● Schoolhouse Rock Verb, Noun, and Adjective videos

<p>Fountas & Gay Su Pinnell Word Meaning/ Vocabulary Lesson 19 “Learning about Nouns, Describing Words, Action Words” page 321-324</p> <p>Lesson 20 <i>Word Study Lessons</i> by Irene C. Fountas & Gay Su Pinnell Word Structure Lesson 20 “Forming Comparisons with -er, -est” page 419-422</p> <p>Lesson 21 <i>Word Study Lessons</i> by Irene C. Fountas & Gay Su Pinnell Word Meaning/ Vocabulary Lesson 14 “Learning about Action Words (Verbs)” page 301-304</p>		<p>different colors Sample text on chart Three-Way Sort sheets Lesson WM/V 19 Word Cards</p> <p>Lesson 20 Chart paper Markers Two-Column Sheets Lesson WS 20 Word Cards</p> <p>Lesson 21 Chart paper Markers Independent reading book Four-Box Sheets</p>	
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> ● Teacher observation and anecdotal records, ● Think-pair-share ● graphic organizer ● question and answer ● thumbs up/thumbs down ● anchor chart ● card sort. 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project:</p> <ul style="list-style-type: none"> ● Weekly spelling test ● School wide writing benchmark assessment ● FALL MAP benchmark assessment <p>Suggested skills to be assessed:</p> <ul style="list-style-type: none"> ● Correct spelling ● Decoding/encoding words

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> ● RTI ● Modify and accommodate as 	<ul style="list-style-type: none"> ● RTI ● Speech/Language Therapy ● Rosetta Stone 	<ul style="list-style-type: none"> ● RTI Tiered Interventions following RTI framework 	<ul style="list-style-type: none"> ● Organize the curriculum to include more elaborate, complex,

<p>listed in student's IEP or 504 plan</p> <ul style="list-style-type: none"> ● Utilize effective amount of wait time ● Hold high expectations ● Communicate directions clearly and concisely and repeat, reword, modify as necessary. ● Utilize open-ended questioning techniques ● Utilize scaffolding to support instruction. ● Chunk tasks into smaller components ● Provide step by step instructions ● Model and use visuals as often as possible ● Utilize extended time and/or reduce amount of items 	<ul style="list-style-type: none"> ● Hold high expectations ● Provide English/Spanish Dictionary for use ● Place with Spanish speaking teacher/paraprofessional as available ● Learn/Utilize/Display some words in the students' native language ● Invite student to after school tutoring sessions ● Basic Skills Instruction ● Utilize formative assessments to drive instruction ● Translate printed communications for parents in native language ● Hold conferences with translator present ● Utilize additional 	<ul style="list-style-type: none"> ● Support instruction with RTI intervention resources ● Provide after school tutoring services ● Basic Skills Instruction ● Hold high expectations ● Fountas and Pinnell Phonics ● Hold parent conferences fall and spring ● Make modifications to instructional plans based on I and RS Plan. ● Develop a record system to encourage good behavior and completion of work. ● Establish a consistent and daily routine. 	<p>and in-depth study of major ideas and problems through Compacting.</p> <ul style="list-style-type: none"> ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. ● Encourage exposure to, selection and use of appropriate and specialized resources.
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<p>given for homework, quizzes, and tests.</p> <ul style="list-style-type: none">● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.● Create rubrics/allow students to assist with task, so that all are aware of expectations.● Create modified assessments.● Allow students to utilize online books, when available, to listen to oral recorded reading.	<p>NJDOE resources/recommendations</p> <ul style="list-style-type: none">● Review Special Education listing for additional recommendations● Establish a consistent and daily routine		<ul style="list-style-type: none">● Promote self-initiated and self-directed learning and growth.● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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| <ul style="list-style-type: none">● Provide individualized assistance as necessary.● Allow for group work (strategically selected) and collaboration as necessary.● Utilize homework recorder within SIS.● Allow for copies of notes to be shared out.● Utilize assistive technology as appropriate.● Provide meaningful feedback and utilize teachable moments.● Utilize graphic organizers● Introduce/review study skills● Provide reading material at or slightly above students' reading | | | |
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levels.

- **Utilize manipulatives as necessary.**
- **Establish a consistent and daily routine**

