

PUBLIC SCHOOLS OF EDISON TOWNSHIP
OFFICE OF CURRICULUM AND INSTRUCTION



ELA Grade 3

Length of Course:	Term
Elective/Required:	Required
Schools:	Elementary
Eligibility:	Grade 3
Credit Value:	N/A
Date Approved:	August 24, 2020

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Grade 3 Reading Pacing Guide

Third Grade	Reading Literature	Reading Informational	Reading Foundations	<u>Social Emotional Competencies</u>
<p>Marking Period 1</p> <p>Units:</p> <p>1: The Reading Community (2 weeks)</p> <p>2: Visualizing (3 weeks)</p> <p>3: Making Inferences (2 weeks)</p> <p>Vocabulary Weeks 1 through 6</p>	<p>RL.3.1 Ask & answer w/text evidence RL.3.2(a,b) Analyze text to determine theme through key details/retell stories, myths, fables RL3.3 Describe characters & actions RL.3.4 Determining the meaning or words and phrases as they are used in a text, distinguishing literal from nonliteral language RL.3.5 Refer to features of stanzas, chapters, scenes RL.3.6 Distinguish own point of view/ from character/narrator RL3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story RL.3.9 Compare and contrast the themes, settings, and plots of stories RL.3.10 Read/comprehend literature</p>	<p>RI.3.1 Ask & answer w/text evidence RI.3.2 (a,b) Identify main idea & retell details RI.3.4 Determine meaning of words & phrases RI.3.7 Use illustrations/words to understand text</p>	<p>RF 3.3(a,b,c,d) Apply phonics and word analysis skills RF 3.4(a,b,c) Read with accuracy and fluency</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers and students build the reading community. <input type="checkbox"/> Students learn and practice the procedure for gathering for a read-aloud. <input type="checkbox"/> Students learn and practice the procedure for "Turn to Your Partner". <input type="checkbox"/> Students learn and practice the procedure for "Think, Pair, Share". <input type="checkbox"/> Students work in a responsible way. <input type="checkbox"/> Students listen respectfully to the thinking of others and share their own. <input type="checkbox"/> Students analyze the effect of their behavior on others and on the group work. <input type="checkbox"/> Students act in a fair and caring way. <input type="checkbox"/> Students share their partners' thinking with the class. <input type="checkbox"/> Students explain their thinking. <input type="checkbox"/> Students build on one another's thinking.
<p>Marking Period 2</p> <p>Units:</p> <p>3: Making Inferences (3 weeks)</p> <p>4: Wondering/Questioning (4 weeks)</p> <p>Vocabulary Weeks 7 through 13</p>	<p>RL.3.1 Ask & answer w/text evidence RL.3.2(a,b) Analyze text to determine theme through key details/retell stories, myths, fables RL3.3 Describe characters & actions RL.3.4 Determining the meaning or words and phrases as they are used in a text, distinguishing literal from nonliteral language RL.3.5 Refer to features of stanzas, chapters, scenes RL.3.6 Distinguish own point of view/ from character/narrator RL.3.10 Read/comprehend literature</p>	<p>RI.3.1 Ask & answer w/text evidence RI.3.3 Describe series of events RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade three topic or subject area RI.3.5 Use search tools/text features RI.3.7 Use illustrations/words to understand text RI.3.8 Describe relations between evidence and points RI.3.9 Compare/contrast differ text same topic RI.3.10 Read/comprehend informational text</p>	<p>RF 3.3(a,b,c,d) Apply phonics and word analysis skills RF 3.4(a,b,c) Read with accuracy and fluency</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Students work in a responsible way. <input type="checkbox"/> Students explain their thinking. <input type="checkbox"/> Students build on one another's thinking. <input type="checkbox"/> Students use discussion prompts to build on one another's thinking. <input type="checkbox"/> Students agree and disagree respectfully.

<p>Marking Period 3</p> <p>Units:</p> <p>5: Wondering/Questioning (3 weeks)</p> <p>Unit 6: Using Text Features (4 weeks)</p> <p>Vocabulary Weeks 14 through 20</p>	<p>RL.3.1 Ask & answer w/text evidence RL.3.2(a,b) Analyze text to determine theme through key details/retell stories, myths, fables RL.3.3 Describe characters & actions RL.3.4 Determine literal/nonliteral words & phrases RL.3.5 Refer to features of stanzas, chapters, scenes RL.3.10 Read/comprehend literature</p>	<p>RI.3.1 Ask & answer w/text evidence RI.3.2(a,b) Identify main idea & retell details RI.3.3 Describe series of events RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade three topic or subject area RI.3.5 Use search tools/text features RI.3.6 Describe point of view for first and third person RI.3.7 Use illustrations/words to understand text RI.3.8 Describe relations between evidence and points RI.3.9 Compare/contrast differ text same topic RI.3.10 Read/comprehend informational text</p>	<p>RF 3.3(a,b,c,d) Apply phonics and word analysis skills RF 3.4(a,b,c) Read with accuracy and fluency</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Students work in a responsible way. <input type="checkbox"/> Students develop the skill of contributing ideas that are different from partners' ideas.
<p>Marking Period 4</p> <p>Units:</p> <p>7: Wondering/Questioning (3 weeks)</p> <p>8: Determining Important Ideas (5 weeks)</p> <p>9: Revisiting the Reading Community (1 week)</p> <p>Vocabulary Weeks 21 through 30</p>	<p>RL.3.1 Ask & answer w/text evidence RL.3.2 (a,b) Analyze text to determine theme through key details/retell stories, myths, fables RL.3.3 Describe characters & actions RL.3.4 Determine literal/nonliteral words & phrases RL.3.5 Refer to features of stanzas, chapters, scenes RL.3.10 Read/comprehend literature</p>	<p>RI.3.1 Ask & answer w/text evidence RI.3.2 (a,b) Identify main idea & retell details RI.3.3 Describe series of events RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade three topic or subject area RI.3.5 Use search tools/text features RI.3.6 Describe point of view for first and third person RI.3.8 Describe relations between evidence and points RI.3.9 Compare/contrast differ text same topic</p>	<p>RF 3.3(a,b,c,d) Apply phonics and word analysis skills RF 3.4(a,b,c) Read with accuracy and fluency</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Students develop the skill of asking clarifying questions. <input type="checkbox"/> Students listen respectfully to the thinking of others and share their own. <input type="checkbox"/> Students develop the skill of giving reasons for their thinking. <input type="checkbox"/> Students work in a responsible way. <input type="checkbox"/> Students act in fair and caring ways. <input type="checkbox"/> Students listen to the thinking of others and respectfully share their own. <input type="checkbox"/> Students analyze the effect of their behavior on others and on the group work. <input type="checkbox"/> Students reflect on the reading community.

Grade 3 Writing Pacing Guide

Third Grade	Writing	Speaking and Listening	Language	<u>Social Emotional Competencies</u>
<p>Marking Period 1</p> <p>Units: 1: The Writing Community (3 weeks) 2: The Writing Process (2 weeks) 3: Personal Narrative (1-2 weeks)</p> <p>Skills Practice: Lessons 1 through 8</p>	<p>WL.3.1 (a,b,c,d) Write opinion pieces WL.3.3 (a,b,c,d) Write narratives WL.3.4 Organize writings WL.3.5 Plan, revise, and edit WL.3.6 Use technology to publish & collaborate W.3.7 Conduct short research project WL.3.8 Gather information from sources WL.3.10 Write extended & short time, task, purpose, audience</p>	<p>SL.3.1(a,b,c,d) Converse collaboratively SL.3.3 Ask & answer questions to understand speakers information SL.3.4 Report topic SL.3.6 Speak for task/situation</p>	<p>L.3.1(a,b,c,d,e,f,g,h,i,j) Demonstrate grammar usage L.3.2(a,b,c,d,e,f,g) Demonstrate capitalization, punctuation and spelling L.3.3 (a,b) Use of language L.3.4(a,b,c,d) Determine unknown/multiple meaning words/phrases L.3.6 Use grade specific words & phrases</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher and students build the writing community. <input type="checkbox"/> Students learn procedures for “Writing Time” and for “Turn to Your Partner”. <input type="checkbox"/> Students listen respectfully to the thinking of others and share their own. <input type="checkbox"/> Students work in a responsible way. <input type="checkbox"/> Students learn the procedure for “Think, Pair, Share”. <input type="checkbox"/> Students express interest in and appreciation for one another’s writing. <input type="checkbox"/> Students build on one another’s thinking during class discussions. <input type="checkbox"/> Students learn the procedure for pair conferences. <input type="checkbox"/> Students help one another improve their writing. <input type="checkbox"/> Students make decisions and problem solve respectfully.
<p>Marking Period 2</p> <p>Units: 3: Personal Narrative (2 weeks) 4: Fiction (6 weeks)</p> <p>Skills Practice: Lessons 9 through 16</p>	<p>WL.3.2(a,b,c,d) Write informative/ explanatory texts WL.3.3 (a,b,c,d) Write narratives WL.3.4 Organize writings WL.3.5 Plan, revise, and edit WL.3.6 Use technology to publish & collaborate WL.3.7 Conduct short research project WL.3.8 Gather information from sources WL.3.10 Write extended & short time, task, purpose, audience</p>	<p>SL.3.1(a,b,c,d) Converse collaboratively SL.3.3 Ask & answer questions to understand speakers information SL.3.4 Report topic SL.3.5 Create visuals/audio/ presentations SL.3.6 Speak for task/situation</p>	<p>L.3.1(a,b,c,d,e,f,g,h,i,j) Demonstrate grammar usage L.3.2(a,b,c,d,e,f,g) Demonstrate capitalization, punctuation and spelling L.3.3 (a,b) Use of language L.3.4(a,b,c,d) Determine unknown/multiple meaning words/phrases L.3.6 Use grade specific words & phrases</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Students work in a responsible way. <input type="checkbox"/> Students listen respectfully to the thinking of others and share their own. <input type="checkbox"/> Students help one another improve their writing. <input type="checkbox"/> Students act in fair and caring ways. <input type="checkbox"/> Students express interest in and appreciation for one another’s writing. <input type="checkbox"/> Students cultivate a relaxed attitude towards writing. <input type="checkbox"/> Students make decisions and problem solve respectfully.

<p>Marking Period 3</p> <p>Units:</p> <p>5: Expository Nonfiction (6 weeks)</p> <p>6: Functional Writing (3 weeks)</p> <p>Skills Practice: Lessons 17 through 25</p>	<p>WL.3.1(a,b,c,d) Write opinion pieces WL.3.2(a,b,c,d) Write informative/explanatory texts WL.3.4 Organize writings WL.3.5 Plan, revise, and edit WL.3.6 Use technology to publish & collaborate WL.3.7 Conduct short research project WL.3.8 Gather information from sources WL.3.10 Write extended & short time, task, purpose, audience</p>	<p>SL.3.1(a,b,c,d) Converse collaboratively SL.3.2 Determine main idea & details SL.3.3 Ask & answer questions to understand speakers information SL.3.4 Report topic SL.3.5 Create visuals/audio/presentations SL.3.6 Speak for task/situation</p>	<p>L.3.1(a,b,c,d,e,f,g,h,i,j) Demonstrate grammar usage L.3.2(a,b,c,d,e,f,g) Demonstrate capitalization, punctuation and spelling L.3.3 (a,b) Use of language L.3.4(a,b,c,d) Determine unknown/multiple meaning words/phrases L.3.5 (a,b,c) Demonstrate word relationships & fig.lang. L.3.6 Use grade specific words & phrases</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Students act in fair and caring ways. <input type="checkbox"/> Students make decisions and problem solve respectfully. <input type="checkbox"/> Students express interest in and appreciation for one another's writing. <input type="checkbox"/> Students work in a responsible way. <input type="checkbox"/> Students help one another improve their writing. <input type="checkbox"/> Students build on one another's thinking. <input type="checkbox"/> Students give their full attention to the person who is speaking. <input type="checkbox"/> Students listen respectfully to the thinking of others and share their own.
<p>Marking Period 4</p> <p>Units:</p> <p>7: Opinion Writing (3 weeks)</p> <p>8: Poetry (2 weeks)</p> <p>9: Revisiting the Writing Community (1 week)</p> <p>Skills Practice: Lessons 26 through 30</p>	<p>WL.3.1 (a,b,c,d) Write opinion pieces WL.3.2(a,b,c,d) Write informative/explanatory texts WL.3.4 Organize writings WL.3.5 Plan, revise, and edit WL.3.6 Use technology to publish & collaborate WL.3.7 Conduct short research project WL.3.8 Gather information from sources WL.3.10 Write extended & short time, task, purpose, audience</p>	<p>SL.3.1(a,b,c,d) Converse collaboratively SL.3.2 Determine main idea & details SL.3.3 Ask & answer questions to understand speakers information SL.3.6 Speak for task/situation</p>	<p>L.3.1(a,b,c,d,e,f,g,h,i,j) Demonstrate grammar usage L.3.2(a,b,c,d,e,f,g) Demonstrate capitalization, punctuation and spelling L.3.3 (a,b) Use of language L.3.4(a,b,c,d) Determine unknown/multiple meaning words/phrases L.3.5 (a,b,c) Demonstrate word relationships & fig.lang. L.3.6 Use grade specific words & phrases</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Students listen respectfully to the thinking of others and share their own. <input type="checkbox"/> Students respectfully consider the opinions of others. <input type="checkbox"/> Students work in a responsible way. <input type="checkbox"/> Students express interest in and appreciation for one another's writing. <input type="checkbox"/> Students act in fair and caring ways. <input type="checkbox"/> Students help one another improve their writing. <input type="checkbox"/> Students make decisions and problem solve respectfully. <input type="checkbox"/> Teacher and students build the writing community. <input type="checkbox"/> Students build on one another's thinking.
<p><u>21st Century Skills</u></p>	<p>NJSLS Technology</p> <p>8.1.5.D.2 Analyze the resource citations in online materials for proper use.</p> <p>8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.</p> <p>8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.</p> <p>8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <p>8.2.5.B.6 Compare and discuss how technologies have influenced history in the past century.</p>			