Pequannock Township School District Curriculum Syllabus

Grade 3 ELA

Course Description:

The overarching goal of the Grade 3 Language Arts Curriculum is to provide students with the literacy skills and knowledge to be prepared for middle school, followed by high school, college and a career as encapsulated in the New Jersey Student Learning Standards: reading, writing, speaking, listening, and language. This comprehensive interdisciplinary language arts program offers tools and strategies to provide students' success at their personal level in the medium appropriate to their individual needs. Identified enduring understandings, essential questions, and learning targets, matched with appropriate formative and summative assessments ensure student progress and achievement is monitored and met. The curriculum has been designed to include high quality literature, explicit instruction, authentic practice, and assessments designed to provide students with opportunities to have a variety of engaging academic experiences related to the empowering world of language arts.

Writing instruction incorporates the ideas of conventions, process and craft. Students must master certain conventions in order to communicate their ideas and information clearly. Systematic instruction and practice in spelling, grammar, mechanics and presentation skills help students become effective writers. Students should learn about and practice the process skills that good writers use including: planning, revising, re-writing and re-thinking. Particular attention should systematically be paid to revision strategies such as: adding, deleting and clarifying text. Determining a clear focus, organization, effective word choice, and sentence structures allows students to express their own viewpoints. Skills should be reinforced cumulatively in lessons that teach the elements of writing forms.

Using a balanced literacy approach throughout all units of study, students will participate in class discussions, literature circles, guided reading and independent reading. The balanced literacy approach focuses on the "I do, we do, you do" approach using the following components: read alouds, guided reading, shared reading, interactive writing, shared writing, and word study.

In each unit, strategies will be presented through think alouds and modeling using a class novel or a mentor text. They will also be reading a book in literature circles for a variety of purposes (fluency, comprehension, accuracy, vocabulary) and participating in independent reading for 15 minutes a day, giving teachers an opportunity to conference with individual students. Independent reading is a time for students to independently practice and monitor their own reading and thinking. Literature circles and independent reading books are to be at a non-frustration level (98%-100% accuracy). Students will employ learned reading strategies during all of these reading times.

Guided reading is an instructional approach that involves a teacher working with a small group of students who demonstrate similar reading behaviors and can all read

similar levels of texts. The text is easy enough for students to read with your skillful support.

In literature circles, students are grouped to "discuss a piece of literature in depth." The discussion is guided by students' responses to what they have read. You may hear talk about events and characters in the book, the author's craft, or personal experiences related to the story. Literature circles provide a way for students to engage in critical thinking and reflection as they read, discuss, and respond to books. Collaboration is at the heart of this approach. Students reshape and add onto their understanding as they construct meaning with other readers. Finally, literature circles guide students to deeper understanding of what they read through structured discussion and extended written and artistic response." Schlick Noe, K. & Johnson, N.J. (1999). Christopher-Gordon Publishers. *Getting Started with Literature Circles*.

Course Standards:

The following is a list of NJSLS that describe what students are expected to know and be able to do as a result of successfully completing this course. The following NJSLS are the basis of the assessment of student achievement. The learner will demonstrate mastery of:

Progress Indicators for Reading Literature

Key Ideas and Details

RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

Craft and Structure

RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Range of Reading and Complexity of Text

RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Progress Indicators for Reading Informational Text

Key Ideas and Details

RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure

RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.6. Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas

RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate an understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.

Range of Reading and Complexity of Text
RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Reading Foundational Skills

Phonics and Word Recognition

RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

    A.   Identify and know the meaning of the most common prefixes and derivational suffixes.
    B.   Decode words with common Latin suffixes.
    C.   Decode multisyllable words.
    D.   Read grade-appropriate irregularly spelled words.

Fluency

RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

    A.   Read grade-level text with purpose and understanding.
    B.   Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
    C.   Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Anchor Standards for Writing

Text Types and Purposes
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge
W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the subject under investigation.
W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Progress Indicators for Writing
Text Types and Purposes
W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
    A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
    B. Provide reasons that support the opinion.
    C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
    D. Provide a conclusion.

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
    A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.

B. Develop the topic with facts, definitions, and details.

C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

D. Provide a conclusion.

W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

C. Use temporal words and phrases to signal event order.

D. Provide a sense of closure.

Production and Distribution of Writing
W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

Research to Build and Present Knowledge
W.3.7. Conduct short research projects that build knowledge about a topic.

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Range of Writing

W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Anchor Standards for Speaking and Listening

Comprehension and Collaboration

SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL2. Integrate and evaluate the information presented in diverse media and formats, including visually, quantitatively, and orally.

SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening:

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

   A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

   B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
D. Explain their own ideas and understanding in light of the discussion.

SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas
SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Anchor Standards for Language

Conventions of Standard English
L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language
L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use
L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
L5. Demonstrate understanding of word relationships and nuances in word meanings.
L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Progress Indicators for Language

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

    A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
    B. Form and use regular and irregular plural nouns.
    C. Use abstract nouns (e.g., *childhood*).
    D. Form and use regular and irregular verbs.
    E. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
    F. Ensure subject-verb and pronoun-antecedent agreement.
    G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
    H. Use coordinating and subordinating conjunctions.
    I. Produce simple, compound, and complex sentences.

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

    A. Capitalize appropriate words in titles.

    B. Use commas in addresses.

    C. Use commas and quotation marks in dialogue.

    D. Form and use possessives.

    E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).

    F. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.

G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Choose words and phrases for effect.
B. Recognize and observe differences between the conventions of spoken and written standard English.

Vocabulary Acquisition and Use

L.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

A. Use sentence-level context as a clue to the meaning of a word or phrase.
B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).

B. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).

C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*)

Scope and Sequence

Unit 1 (*Trimester 1*) Reading Fiction Well and Narrative Writing

Unit 1 focuses on establishing effective reading habits to build a reading foundation. Readers will formulate individual goals, both short-term and long-term, choose just right books, and learn to maintain stamina and appropriate pacing for independent reading. Students will utilize a variety of comprehension strategies to close read a text, be able to retell important details in sequential order, and hold meaningful discussions with peers. As they explore fiction reading, they will hold meaningful conversations about the characters they read, make connections to their characters and across texts, and learn strategies to develop descriptive vocabulary and decode words. In writing, students will study mentor texts to understand the characteristics of narrative stories, and draft their own stories with details and dialogue. There will be a high emphasis on guiding writers through the narrative writing process.

Reading: Fiction
Writing: Narrative Writing
Humanities connection: Pequannock and the World /Where are we?
STEM connection: 5E Model and What is a CER?/Weather and Climate

Unit 2 (*Trimester 1 & 2*) Reading Nonfiction Well and Informational Writing

In Unit 2, students will read expository and hybrid informational text. Students will see the importance of previewing a text, taking notice of text features and how text is organized/structured, and think about headings/subtitles. Students will learn strategies to help them determine the main idea and supporting details as they become experts on topics. They will also synthesize when reading information and learn to respond to text based on their prior knowledge. Readers will also employ strategies to think about domain specific vocabulary in context and look for word parts/synonyms. Finally, students will learn ways to differentiate expository/informational reading to hybrid reading. The focus will shift, where they will use what they know about reading narratives to read narrative informational text (biographies). In writing, students will use their knowledge of informational reading, to support their writing skills as they synthesize information in a Research Simulation Task. Students will use what they learned from Unit 1 about characters to understand real-life characters. Ultimately, students should see the big picture of what the text is teaching and learn to retell information in a sequential order, while including their own inferences and synthesizing information.

Reading: Nonfiction
Writing: Informational/Research Simulation Task
Humanities connection: Comparing Communities/Communities Around the World
STEM connection: Force & Motion

Unit 3 (*Trimester 2 & 3*) Myths, Traditional Literature, Poetry & Opinion/Literary Analysis

This unit focuses on different types of traditional literature—fables, myths, and legends. During the first part of the unit, third graders will read and discuss these stories and their

themes. The unit also emphasizes the comprehension strategies needed to fully understand and respond to traditional literature that includes fables, myths, and legends. Students will work in groups, or with partners, to talk about their reading and share interpretations of the different forms of traditional literature. This will help students synthesize ideas in order to understand the lessons and themes in traditional literature, and make connections to themselves and the real world. The mini-unit on poetry develops an awareness of how a poet uses language to evoke the sounds, sights, and feelings (emotions) of a topic or theme. The unit begins with a discussion of poetry and how it compares to prose. Lessons also focus on the sounds of language in poetry including rhythm, rhyme, alliteration and onomatopoeia. The emphasis will then shift to visual imagery and the use of figurative (nonliteral) language to visualize mood, and theme. Poetic devices focus on similes and metaphors. In Writing, students will synthesize what they learned from the reading units to produce an opinion piece and response to literature (LAT).

Reading: Myths, Folktales, and Fairytales
Writing: Opinion/Literary Analysis
Humanities connection: Communities Around the World/Coming to the United States
STEM connection: Electricity & Magnets

Unit 4 (*Trimester 3*) Book Clubs & Literary Analysis

In the third grade unit four Mixed Genre Book Clubs, students read multiple fictional texts and utilize strategies taught from previous units to conduct meaningful conversations. Readers will preview books and make a plan for reading it with a small group. Readers learn to notice patterns in story elements, the interactions of characters, the story's problems and how the characters deal with these problems. Readers also explore ways to start and add on to conversations that came from their thinking and jotting. Readers compare how the character's situation is similar or different. They use what they have learned to make predictions and think about what the character's traits are trying to teach them. Readers compare how characters deal with their problems and solve them, plots of their own books and themes. In the end, readers will celebrate all they learned by comparing the lessons learned from book clubs and apply this thinking to examples in their own lives.

Reading: Book Clubs
Writing: Literary Analysis
Humanities connection: How People Live and Work
STEM connection: Traits & Life Cycle/Organisms in the Environment & Using Evidence to Understand Changes in the Environment

Assessments

Evaluation of student achievement in this course will be based on the following:

- Observational data collected by teachers as students are learning

- Formative assessments given by teachers to gauge progress toward each standard
- Reading and Writing standards-based report card rubrics
- DRA
- SRI
- Common Writing Assessments

Curriculum Resources

Anchor Programs/Teacher Materials
The Reading Strategies Book, Jennifer Serravallo
The Writing Strategies Book, Jennifer Serravallo
Comprehension and Collaboration: Inquiry Circles in Action, Stephanie Harvey and Harvey Daniels
Strategies that Work: Teaching Comprehension to Enhance Understanding, Stephanie Harvey and Anne Goudvis
Comprehension Toolkit, by Stephanie Harvey
Storyworks
Sarah Plain and Tall, by Patricia MacLachlan
Narrative Writing, Lucy Calkins
Empowering Writers
6 + 1 Traits
Mastering the Mechanics, Linda Hoyt and Teresa Therriault
Litcircles.org (Literature Circles)
Educationoasis.org (Character Traits and Developing Questions)
Illinoisliteracyinaction.org (Writing Support for PARCC)
Jackie Robinson: Strong Inside And Out
14 Cows for America.
Lucy Calkins: Breathing Life Into Essays
Scholastic.com (Text Features)

Home and School Connection
The following are suggestions and/or resources that will help parents support their children:

- **https://www.kidsa-z.com/main/Login**
- **http://thinkonline.smarttutor.com/a-poem-for-my-gold-fish-phonemic-awareness-rhyming-second-grade/**
- **https://www.kidsa-z.com/main/Login**
- **https://www.readingrockets.org/**
- **http://www.readwritethink.org/parent-afterschool-resources/games-tools/fractured-fairy-tales-a-30186.html**
- **https://kids.scholastic.com/kids/home/**
- **https://www.poetry4kids.com/poems**