

PUBLIC SCHOOLS OF EDISON TOWNSHIP  
OFFICE OF CURRICULUM AND INSTRUCTION



ELA

Length of Course:	Term
Elective/Required:	Required
Schools:	Elementary School
Eligibility:	Grade 3
Credit Value:	N/A
Date Approved:	Aug 23, 2022

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**Modifications will be made to accommodate IEP mandates for classified students**

## Grade 3 Reading Pacing Guide

## Marking Period 1

Making Meaning Unit	Standards <a href="#">Social Emotional Competencies</a>
<p><b>The Reading Community Unit 1 Fiction &amp; Narrative Nonfiction (2 weeks)</b></p> <p><i>Miss Nelson Is Missing! (MM)</i></p> <p><i>Miss Nelson Has a Field Day! *RL.3.9</i> Use on Day 4:</p> <ul style="list-style-type: none"> <li>• <i>Cross Book Themes Teaching Point</i></li> </ul> <p><i>Two Bobbies *RL.3.7</i> Use on Day 4:</p> <ul style="list-style-type: none"> <li>• <i>Cross Check Teaching Point</i></li> </ul>	<p><b>RL.3.1.</b> 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.</p> <p><b>RL.3.2.</b> 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.</p> <p><b>RL.3.7.</b> 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).</p> <p><b>RL.3.9.</b> 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).</p>
<p><b>Visualizing Unit 2 Fiction (3 weeks)</b></p> <p><i>Seal *RL.3.1</i></p> <ul style="list-style-type: none"> <li>• <i>Evaluate Interpretations Teaching Point</i></li> </ul> <p><i>Cherries and Cherry Pits *RL.3.3</i></p> <ul style="list-style-type: none"> <li>• <i>Story Elements Teaching Point</i></li> </ul> <p><i>The Spooky Tail of Prewit Peacock *RL.3.2</i></p> <ul style="list-style-type: none"> <li>• <i>Lesson/Theme Teaching Point</i></li> </ul> <p><i>Aunt Flossie's Hats (and Crab Cakes Later) *RL.3.6</i></p> <ul style="list-style-type: none"> <li>• <i>Point of View Teaching Point</i></li> </ul>	<p><b>RL.3.2.</b> 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.</p> <p><b>RL.3.3.</b> Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</p> <p><b>RL.3.6.</b> Distinguish their own point of view from that of the narrator or those of the characters.</p> <p><b>RL.3.10.</b> 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.</p>
<p><b>Making Inferences Unit 3</b></p>	<p><b>RL.3.1.</b> 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.</p>

<p><b>Fiction</b> <b>(2 weeks)</b></p> <p><i>The Paper Bag Princess</i> *RL.3.3</p> <ul style="list-style-type: none"><li>• Types of Conflict Teaching Point</li></ul> <p><i>Julius, the Baby of the World</i> *RL.3.3</p> <ul style="list-style-type: none"><li>• Character State of Mind/Traits Teaching Point</li></ul>	<p><b>RL.3.2.</b> 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.</p> <p><b>RL.3.3.</b> Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</p> <p><b>RL.3.10.</b> 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.</p>
<p><b>Vocabulary</b> <b>Weeks 1-6</b></p>	<p><b>L4.</b> 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.</p> <p><b>L5.</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>L6.</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening</p>

## Marking Period 2

Making Meaning Unit	<b>Standard</b> <u><a href="#">Social Emotional Competencies</a></u>
<p><b>Making Inferences</b>  <b>Unit 3</b>  <b>Fiction</b>  <b>(3 weeks)</b></p> <p><i>Boundless Grace</i> *RL.3.3</p> <ul style="list-style-type: none"> <li>• <i>Setting Teaching Point</i></li> </ul> <p><i>The Raft</i> *RL.3.2; RL.3.3</p> <ul style="list-style-type: none"> <li>• <i>Character Feelings Teaching Point</i></li> </ul> <p><i>Alexander, Who's Not (Do you hear me? I mean it!) Going to Move</i> *RL.3.2; RL3.3</p> <ul style="list-style-type: none"> <li>• <i>Story Elements II Teaching Point</i></li> </ul>	<p><b>RL.3.1.</b> 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.</p> <p><b>RL.3.2.</b> 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.</p> <p><b>RL.3.3.</b> Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</p> <p><b>RL.3.10.</b> 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.</p>
<p><b>Using Text Features</b>  <b>Unit 6</b>  <b>Expository Nonfiction</b>  <b>(3-4 weeks)</b></p> <p><i>Morning Meals Around The World</i>  *RI.3.2(optional)</p> <ul style="list-style-type: none"> <li>• <i>Main Idea: Overall Text Teaching Point</i></li> </ul> <p><i>Homes</i> *RI.3.5</p> <ul style="list-style-type: none"> <li>• <i>Text Features Stand Alone Visuals Teaching Point</i></li> </ul> <p><i>Hop to it: Fancy Footwork</i> *RI.3.7</p> <ul style="list-style-type: none"> <li>• <i>Text Features: Dependent Visuals Teaching Point</i></li> </ul> <p><i>Origami: The Art of Japanese Paper Folding</i> *RI.3.8</p> <ul style="list-style-type: none"> <li>• <i>Cause and Effect Teaching Point</i></li> </ul> <p><i>Jump Rope: Then and Now</i> *RI.3.8</p> <ul style="list-style-type: none"> <li>• <i>Compare and Contrast:</i></li> </ul>	<p><b>RI.3.1.</b> 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.</p> <p><b>RI.3.2.</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>RI.3.3.</b> 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.</p> <p><b>RI.3.4.</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p><b>RI.3.5.</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p><b>RI.3.8.</b> 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.</p> <p><b>RI.3.9.</b> 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.</p> <p><b>RI.3.10.</b> By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed</p>

<p><i>Connections Within a Text Teaching Point</i></p> <p><i>How to Make a Paper Airplane*RI.3.3</i></p> <ul style="list-style-type: none"><li>• <i>Organizing Information Teaching Point</i></li></ul> <p><i>Lincoln School Lunch Calendar (optional)</i></p> <p><i>You Can Make Tea With Milk *RI.3.3</i></p> <ul style="list-style-type: none"><li>• <i>Explain Processes Teaching Point</i></li></ul> <p><i>You Can Make Mexican Breakfast Quesadillas * RI.3.3</i></p> <ul style="list-style-type: none"><li>• <i>Explain Processes Teaching Point</i></li></ul>	
<p><b>Vocabulary</b></p> <p><b>Weeks 7-10</b></p> <p><b>Weeks 18-20</b></p>	<p><b>L4.</b> 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.</p> <p><b>L6.</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening.</p>

## Marking Period 3

Making Meaning Unit	<b>Standard</b> <u>Social Emotional Competencies</u>
<p><b>Wondering/Questioning Unit 5</b>  <b>Narrative Nonfiction</b>  <b>(3 weeks)</b></p> <p><i>Brave Harriet</i> *RI.3.2</p> <ul style="list-style-type: none"> <li>• <i>Main Idea: Overall Text Teaching Point</i></li> </ul> <p><i>Mountain Chef</i> *RI.3.4</p> <ul style="list-style-type: none"> <li>• <i>Definitions: Single Section Teaching Point</i></li> </ul> <p><i>Sonia Sotomayor</i> *RI.3.2 (Could also teach RL.3.4 to connect to metaphor)</p> <ul style="list-style-type: none"> <li>• <i>Main Idea: Multiple Main Ideas Teaching Point</i></li> </ul>	<p><b>RI.3.1.</b> 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.</p> <p><b>RI.3.2.</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>RI.3.3.</b> 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.</p> <p><b>RI.3.4.</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p><b>RI.3.7.</b> Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><b>RI.3.10.</b> By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p>

<p><b>Wondering/ Questioning</b>  <b>Unit 4</b>  <b>Fiction</b>  <b>(4 weeks)</b>  <i>The Woman Who Outshone the Sun*</i>  <b>RL.3.2</b></p> <ul style="list-style-type: none"> <li>• <i>Citing Evidence IV Teaching Point</i></li> </ul> <p><i>The Emperor and The Kite *RL.3.1</i></p> <ul style="list-style-type: none"> <li>• <i>Citing Evidence I-Details Teaching Point</i></li> </ul> <p><i>Destiny's Gift *RL.3.2</i></p> <ul style="list-style-type: none"> <li>• <i>Paraphrase Teaching Point</i></li> </ul> <p><i>Mailing May *RL.3.2</i></p> <ul style="list-style-type: none"> <li>• <i>Story Elements III Teaching Point</i></li> </ul> <p><i>Brave Irene *RL.3.4</i></p> <ul style="list-style-type: none"> <li>• <i>Figurative Language Teaching Point</i></li> </ul>	<p><b>RL.3.1.</b> 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.</p> <p><b>RL.3.2.</b> 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.</p> <p><b>RL.3.3.</b> Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</p> <p><b>RL.3.10.</b> 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.</p> <p><b>RL.3.4.</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p><b>RL.3.7.</b> 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).</p>
<p><b>Vocabulary</b>  <b>Week 21</b>  <b>Weeks 15-17</b>  <b>Weeks 11-13</b></p>	<p><b>L4.</b> 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.</p> <p><b>L6.</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening.</p>



## Marking Period 4

Making Meaning Unit	Standard <u>Social Emotional Competencies</u>
<p><b>Wondering/Questioning Unit 7</b> <b>Expository Nonfiction</b> <b>(3 weeks)</b></p> <p><i>Flashy Fantastic Rainforest Frogs</i> *RI.3.1</p> <ul style="list-style-type: none"> <li>• Citing Evidence: Detail Teaching Point</li> <li>•</li> </ul> <p><i>Explore the Desert</i> *RI.3.1</p> <ul style="list-style-type: none"> <li>• Citing Evidence Teaching Point</li> </ul> <p><i>Polar Bears</i> *RI.3.9</p> <ul style="list-style-type: none"> <li>• Compare and Contrast: Cross Texts Teaching Point</li> </ul>	<p><b>RI.3.1.</b> 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.</p> <p><b>RI.3.2.</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>RI.3.4.</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p><b>RI.3.5.</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p><b>RI.3.9.</b> 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.</p> <p><b>RI.3.10.</b> By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p>
<p><b>Determining Important Ideas Unit 8</b> <b>Expository Nonfiction, Fiction and Drama</b> <b>(5 weeks)</b></p> <p><i>Week 1: *RI.3.6</i></p> <ul style="list-style-type: none"> <li>• Author's Purpose: Point of View Teaching Point</li> <li>• Banning Tag</li> <li>• Smile-You've Got Homework</li> <li>• Homework-Who Needs It?</li> </ul> <p><i>Lifetimes</i> *RI.3.2</p> <ul style="list-style-type: none"> <li>• Main Idea: Subsections Teaching Point</li> </ul> <p><i>Fables</i> *RL.3.2:</p> <ul style="list-style-type: none"> <li>• Theme Teaching Point</li> </ul> <p><i>Possum's Tail</i> *RL.3.5</p> <ul style="list-style-type: none"> <li>• Genre II Teaching Point</li> </ul> <p><i>Keepers</i> *RL.3.5</p>	<p><b>RI.3.2.</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>RI.3.6</b> Distinguish their own point of view from that of the author of a text</p> <p><b>RI.3.9.</b> 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.</p> <p><b>RI.3.10.</b> By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p><b>RL.3.2.</b> 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.</p> <p><b>RL.3.3.</b> Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</p> <p><b>RL.3.5.</b> 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.</p> <p><b>RL.3.10.</b> 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.</p>

<b>Revisiting the Reading Community Unit 9 (1 week)</b>	<b>RL.3.1.</b> 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. <b>RL.3.2.</b> 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. <b>RL.3.10.</b> 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.
<b>Vocabulary Week 14 Weeks 21-30</b>	<b>NJSLSA.L4.</b> 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. <b>NJSLSA.L5.</b> Demonstrate understanding of word relationships and nuances in word meanings. <b>NJSLSA.L6.</b> 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.

## Grade 3 Writing Pacing Guide

Marking Period 1 September-November				
Third Grade	Writing	Speaking and Listening	Language	<u>Social Emotional Competencies</u>
<p>The Writing Community Unit 1</p> <p><i>The Pain and the Great One</i></p> <p><i>"About Judy Blume"</i></p> <p><i>Grandpa's Face</i></p> <p><i>She Come Bringing Me That Little Baby Girl</i></p> <p><i>"About Eloise Greenfield"</i></p> <p><i>Things Will Never Be the Same</i></p> <p><i>Silver Seeds</i></p> <p><i>Oceans and Seas</i></p> <p><i>Atlantic</i></p> <p><i>I Wonder Why the Sea is Salty</i></p> <p><i>Hello Ocean</i></p> <p><i>In November</i></p> <p>The Writing Process Unit 2</p> <p><i>"More About Judy Blume"</i></p> <p>Personal Narrative Unit 2</p> <p><i>Grandma's Records</i></p> <p><i>My Father's Hands</i></p> <p><i>Childtimes: A Three Generation Memoir</i></p> <p><i>"First Day of School"</i></p> <p><i>"Believing in Myself"</i></p> <p><i>"How I Saved a Dog's Life"</i></p> <p>Skills Practice: Lessons 1 through 8</p>	<p><b>WL.3.1 (a,b,c,d)</b> Write opinion pieces</p> <p><b>WL.3.3 (a,b,c,d)</b> Write narratives</p> <p><b>WL.3.4</b> Organize writings</p> <p><b>WL.3.5</b> Plan, revise, and edit</p> <p><b>WL.3.6</b> Use technology to publish &amp; collaborate</p> <p><b>W.3.7</b> Conduct short research project</p> <p><b>WL.3.8</b> Gather information from sources</p> <p><b>WL.3.10</b> Write extended &amp; short time, task, purpose, audience</p>	<p><b>SL.3.1(a,b,c,d)</b> Converse collaboratively</p> <p><b>SL.3.3</b> Ask &amp; answer questions to understand speakers information</p> <p><b>SL.3.4</b> Report topic</p> <p><b>SL.3.6</b> Speak for task/situation</p>	<p><b>L.3.1(a,b,c,d,e,f,g,h,i,j)</b> Demonstrate grammar usage</p> <p><b>L.3.2.(a,b,c,d,e,f,g)</b> Demonstrate capitalization, punctuation and spelling</p> <p><b>L.3.3 (a,b)</b> Use of language</p> <p><b>L.3.4(a,b,c,d)</b> Determine unknown/multiple meaning words/phrases</p> <p><b>L.3.6</b> Use grade specific words &amp; phrases</p>	<p>Students follow directions and routines</p> <p>Students listen attentively</p> <p>Students work cooperatively with peers</p> <p>Students use positive communication and social skills to interact with others</p> <p>Students participate in group discussions actively and appropriately</p> <p>Students ask and answer questions to seek help, get information, or clarify something not understood.</p> <p>Students express ideas clearly and effectively</p> <p>Students recognize and respect the differences, thoughts, and feelings of others</p> <p>Students persevere in task completion</p>



Marking Period 3 January-April				
Third Grade	Writing	Speaking and Listening	Language	<u>Social Emotional Competencies</u>
<p>Expository Nonfiction Unit 5</p> <p><i>Are You a Dragonfly?</i> <i>A Pack of Wolves and Other Canine Groups</i> <i>Reptiles</i> <i>The ABCs of Endangered Animals</i> <i>Into the Sea</i> <i>Panda Kindergarten</i> <i>Where Butterflies Grow</i> <i>"About Joanne Ryder"</i></p> <p>Functional Writing Unit 6</p> <p><i>Kittens</i> <i>My Pet Puppy</i> <i>1-2-3 Draw Ocean Life</i> <i>"Dolphin" from 1-2-3 Draw Ocean Life</i> <i>"Bottlenose Dolphin"</i> <i>"Puzzle Sticks"</i></p> <p>Skills Practice: Lessons 17 through 25</p>	<p><b>WL.3.1(a,b,c,d)</b> Write opinion pieces <b>WL.3.2(a,b,c,d)</b> Write informative/ explanatory texts <b>WL.3.4</b> Organize writings <b>WL.3.5</b> Plan, revise, and edit <b>WL.3.6</b> Use technology to publish &amp; collaborate <b>WL.3.7</b> Conduct short research project <b>WL.3.8</b> Gather information from sources <b>WL.3.10</b> Write extended &amp; short time, task, purpose, audience</p>	<p><b>SL.3.1(a,b,c,d)</b> Converse collaboratively <b>SL.3.2</b> Determine main idea &amp; details <b>SL.3.3</b> Ask &amp; answer questions to understand speakers information <b>SL.3.4</b> Report topic <b>SL.3.5</b> Create visuals/audio/ presentations <b>SL.3.6</b> Speak for task/situation</p>	<p><b>L.3.1(a,b,c,d,e,f,g,h,i,j)</b> Demonstrate grammar usage <b>L.3.2(a,b,c,d,e,f,g)</b> Demonstrate capitalization, punctuation and spelling <b>L.3.3 (a,b)</b> Use of language <b>L.3.4(a,b,c,d)</b> Determine unknown/multiple meaning words/phrases <b>L.3.5 (a,b,c)</b> Demonstrate word relationships &amp; fig.lang. <b>L.3.6</b> Use grade specific words &amp; phrases</p>	<p>Students follow directions and routines</p> <p>Students listen attentively</p> <p>Students work cooperatively with peers</p> <p>Students use positive communication and social skills to interact with others</p> <p>Students participate in group discussions actively and appropriately</p> <p>Students ask and answer questions to seek help, get information, or clarify something not understood.</p> <p>Students express ideas clearly and effectively</p> <p>Students recognize and respect the differences, thoughts, and feelings of others</p> <p>Students persevere in task completion</p>

Marking Period 4 April-June				
Third Grade	Writing	Speaking and Listening	Language	<u>Social Emotional Competencies</u>
<p>Opinion Writing Unit 7</p> <p><i>"School Should Start Later in the Morning"</i>  <i>"Don't Change Our Start Time"</i>  <i>"Rats Are the Coolest Pets"</i>  <i>"Why You Should Get a Dog"</i>  <i>"Computers in Our Classrooms"</i></p> <p>Poetry Unit 8  <i>"Galoshes"</i>  <i>"Two Voices in a Tent at Night"</i>  <i>"Fresh Pop-Corn"</i>  <i>"Which is the Best?"</i>  <i>"Sunning"</i>  <i>"The Polliwogs"</i>  <i>"It's Raining!"</i>  <i>"Ice Cubes"</i>  <i>"Open Hydrant"</i>  <i>"Autumn Leaves"</i>  <i>"Hotel Swimming Pool's Evening Lament"</i>  <i>"Oaks' Introduction"</i></p> <p>Revisiting the Writing Community Unit 9</p> <p>Skills Practice: Lessons 26 through 30</p>	<p><b>WL.3.1 (a,b,c,d)</b> Write opinion pieces</p> <p><b>WL.3.2(a,b,c,d)</b> Write informative/explanatory texts</p> <p><b>WL.3.4</b> Organize writings</p> <p><b>WL.3.5</b> Plan, revise, and edit</p> <p><b>WL.3.6</b> Use technology to publish &amp; collaborate</p> <p><b>WL.3.7</b> Conduct short research project</p> <p><b>WL.3.8</b> Gather information from sources</p> <p><b>WL.3.10</b> Write extended &amp; short time, task, purpose, audience</p>	<p><b>SL.3.1(a,b,c,d)</b> Converse collaboratively</p> <p><b>SL.3.2</b> Determine main idea &amp; details</p> <p><b>SL.3.3</b> Ask &amp; answer questions to understand speakers information</p> <p><b>SL.3.6</b> Speak for task/situation</p>	<p><b>L.3.1(a,b,c,d,e,f,g,h,i,j)</b> Demonstrate grammar usage</p> <p><b>L.3.2(a,b,c,d,e,f,g)</b> Demonstrate capitalization, punctuation and spelling</p> <p><b>L.3.3 (a,b)</b> Use of language</p> <p><b>L.3.4(a,b,c,d)</b> Determine unknown/multiple meaning words/phrases</p> <p><b>L.3.5 (a,b,c)</b> Demonstrate word relationships &amp; fig.lang.</p> <p><b>L.3.6</b> Use grade specific words &amp; phrases</p>	<p>Students follow directions and routines</p> <p>Students listen attentively</p> <p>Students work cooperatively with peers</p> <p>Students use positive communication and social skills to interact with others</p> <p>Students participate in group discussions actively and appropriately</p> <p>Students ask and answer questions to seek help, get information, or clarify something not understood.</p> <p>Students express ideas clearly and effectively</p> <p>Students recognize and respect the differences, thoughts, and feelings of others</p> <p>Students persevere in task completion</p>

<p><u>21st Century Skills</u></p>	<p><b>NJSLS Technology</b>              8.1.5.D.2 Analyze the resource citations in online materials for proper use.              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.              8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.              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.              8.2.5.B.6 Compare and discuss how technologies have influenced history in the past century.</p>
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