

<u>Marking Period 1 (MP1)</u>	ESL Curriculum Pacing Guide Grade 3
MP1  Standards	<p>WIDA English Language Development (ELD) Standards represent the social, instructional and academic language students use to engage with peers, educators and the curriculum in schools. The Standards highlight the language needed to meet academic expectations as described by state, college and career readiness standards:</p> <p><u>ELD Standard 1: Language for Social and Instructional Purposes</u> <u>Grades K-3</u> ELD-SI.K-3.Narrate Multilingual learners will...</p> <ul style="list-style-type: none"> <li>• Share ideas about one's own and others' lived experiences and previous learning</li> <li>• Connect stories with images and representations to add meaning</li> <li>• Ask questions about what others have shared</li> <li>• Recount and restate ideas</li> <li>• Discuss how stories might end or next steps</li> </ul> <p>ELD-SI.K-3.Inform Multilingual learners will...</p> <ul style="list-style-type: none"> <li>• Define and classify objects or concepts</li> <li>• Describe characteristics, patterns, or behavior</li> <li>• Describe parts and wholes</li> <li>• Sort, clarify, and summarize ideas</li> <li>• Summarize information from interaction with others and from learning experiences</li> </ul> <p>ELD-SI.K-3.Explain Multilingual learners will...</p> <ul style="list-style-type: none"> <li>• Share initial thinking with others</li> <li>• Follow and describe cycles in diagrams, steps in procedures, or causes and effects</li> <li>• Compare and contrast objects or concepts</li> <li>• Offer ideas and suggestions</li> <li>• Act on feedback to revise understandings of how or why something works</li> </ul> <p><u>ELD Standard 2: Language for Language Arts</u> <u>Grades 2-3</u> ELD-LA.2-3.Narrate.Interpretive</p>



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	<p>Multilingual learners will interpret language arts narratives by</p> <ul style="list-style-type: none"> <li>• Identifying a central message from key details</li> <li>• Identifying how character attributes and actions contribute to event sequences</li> <li>• Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language</li> </ul> <p>ELD-LA.2-3.Inform.Interpretive</p> <p>Multilingual learners will interpret informational texts in language arts by</p> <ul style="list-style-type: none"> <li>• Identifying the main idea and key details</li> <li>• Referring explicitly to descriptions for themes and relationships among meanings</li> <li>• Describing relationship between a series of events, ideas or concepts, or procedural steps</li> </ul> <p><u>ELD Standard 5: Language for Social Studies:</u> Grades 2-3: ELD-SS.2-3.Explain.Interpretive</p> <p>Multilingual learners will interpret social studies explanations by</p> <ul style="list-style-type: none"> <li>• Determining types of sources for answering compelling and supporting questions about phenomena or events</li> <li>• Analyzing sources for event sequences and/or causes/effects</li> <li>• Evaluating disciplinary concepts and ideas associated with a compelling or supporting questions</li> </ul> <p><u>NJSLS-ELA</u> <u>Literature</u></p> <p>RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.</p> <p>RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g. fables, folktales, and myths from diverse cultures</p> <p>RL.IT.3.3. Describe the development of individual character’s traits, motivations, or feelings and explain how their actions contribute to the plot within a text.</p> <p>RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RL.MF.3.6. 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>



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	<p>RL.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).</p> <p><u>Foundational:</u></p> <p>Phonics and Word Recognition: L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> <li>A. Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>B. Decode multisyllable words.</li> <li>C. Read grade-appropriate irregularly spelled words.</li> </ul> <p>Fluency: L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>A. Read grade-level text with purpose and understanding.</li> <li>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</li> <li>C. Use context to confirm or self-correct word recognition and understanding, rereading as</li> <li>D. necessary.</li> </ul> <p>Foundational Skills: Writing Language-Spelling: L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.</p> <ul style="list-style-type: none"> <li>A. Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).</li> <li>B. Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.</li> <li>C. Identify language of word origin, as noted in dictionaries.</li> <li>D. Spell singular and plural possessives (teacher’s; teachers’).</li> <li>E. Spell regular two- and three-syllable words that:</li> <li>F. Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.</li> <li>G. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.</li> <li>H. Most common words in English, including regular and irregular forms.</li> </ul> <p>Sentence Composition (Grammar, Syntax, and Punctuation): L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.</p> <ul style="list-style-type: none"> <li>A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.</li> <li>B. Capitalize appropriate words in titles.</li> <li>C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.</li> <li>D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.</li> <li>E. Use appropriate pronouns with clear referents.</li> </ul>



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	<p>A. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).</p> <p>B. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.</p> <p>C. Paraphrase a main idea or event in order to vary sentence structure and word use.</p> <p>D. Organize ideas into paragraphs with main ideas and supporting details.</p> <p>L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>B. Choose words and phrases for effect.</p> <p>C. Recognize and observe differences between the conventions of spoken and written [standard] English.</p> <p>L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>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).</p> <p>C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p> <p><u>Speaking and Listening Standards:</u></p> <p>SL.PE.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.</p> <p>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>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).</p>



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	<p>A. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>B. Explain their own ideas and understanding in light of the discussion.</p> <p>SL.II.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.</p> <p>SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL.PI.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. (Students may present information about climate change in a region of the world, using supporting evidence gathered from relevant texts.)</p> <p>SL.UM.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.</p> <p>SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><u>Writing Standards:</u></p> <p>W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.</p> <p>A. Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence.</p> <p>B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>C. Use transitional words and phrases to manage the sequence of events.</p> <p>D. Use concrete words and phrases and sensory details to convey experiences and events.</p> <p>E. Provide a conclusion or sense of closure that follows the narrated experiences or events.</p> <p>W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>A. Identify audience, purpose, and intended length of composition before writing.</p> <p>B. Consider writing as a process, including self-evaluation, revision and editing.</p> <p>C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.</p> <p>W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.</p> <p>W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.</p> <p>W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.</p>



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	<p><u>NJSLS- Social Studies</u></p> <p><u>Civics, Government and Human Rights: Participation and Deliberation</u>            6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).            6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</p> <p><u>Civics, Government and Human Rights: Democratic Principles</u>            6.1.5.CivicsDP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good). • 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</p> <p><u>Civics, Government and Human Rights: Processes and Rules</u>            6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.            6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.</p> <p><u>Civics, Government and Human Rights: Civic Mindedness</u>            6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country. • 6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good. •            6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives. • 6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions. • 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society. •            6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.</p> <p><u>Geography, People and the Environment: Human Environmental Interaction</u>            6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).            6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.</p>



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	<p>6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</p> <p><u>Geography, People and the Environment: Spatial Views of the World</u></p> <p>6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).</p> <p>6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).</p> <p>6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).</p> <p>6.1.2.Geo.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student’s assigned seat in the classroom, needs more thought).</p> <p><u>Geography, People and the Environment: Human Environmental Interaction</u></p> <p>6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.</p> <p>6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).</p> <p>6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</p> <p><u>Geography, People and the Environment: Global Interconnection</u></p> <p>6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</p> <p>6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes. 6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.</p> <p>6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p><u>Social Studies Skills</u></p> <p>Civic, Government and Human Right – Understand that in a representative democracy, individuals play a role in how government functions. In a representative democracy, individuals elect representatives to act on behalf of the people. The levels of government (i.e., local, state, and federal) have different powers and responsibilities. The levels of government (i.e., local, state, and federal) have different powers and responsibilities. elected officials, serving in their community) people can initiate change.</p>



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	<p>Spatial Thinking- Determine locations of places and interpret information available on maps and globes. Presentational Skills- Share information about a topic in an organized manner speaking clearly and at an appropriate pace. Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.</p>
<p>MP1 Topics</p>	<p>The marking period focuses on the following essential questions:</p> <ul style="list-style-type: none"> <li>• What is responsibility and how can you show it?</li> <li>• How do we use maps to learn about the world we live in?</li> <li>• What makes a character interesting?</li> <li>• How does geography help us understand the Earth and where we live?</li> <li>• How do historic places, documents, and symbols represent our nation?</li> </ul>
<p>MP1 Skills/Concepts</p>	<p>Skills/concepts: Synthesize, Context Clues, Discussion, Graphic Features, Central Idea, Text Features, Visual and Literary Elements, Main Idea</p> <p>Writing: Narrative Writing</p>
<p>MP1 Core Materials</p>	<p>Houghton Mifflin Harcourt</p>



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MP1  Standards	<p><u>NJSLS-ELA</u></p> <p><u>Literature</u></p> <p>RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.</p> <p>RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g. fables, folktales, and myths from diverse cultures)</p> <p>RL.IT.3.3. Describe the development of individual character’s traits, motivations, or feelings and explain how their actions contribute to the plot within a text.</p> <p>RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RL.MF.3.6. 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>RL.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).</p> <p><u>Foundational:</u></p> <p>Phonics and Word Recognition:</p> <p>L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> <li>A. Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>B. Decode multisyllable words.</li> <li>C. Read grade-appropriate irregularly spelled words.</li> </ul> <p>Fluency:</p> <p>L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>A. Read grade-level text with purpose and understanding.</li> <li>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</li> <li>C. Use context to confirm or self-correct word recognition and understanding, rereading as</li> </ul>



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	<p>D. necessary.</p> <p>Foundational Skills: Writing Language-Spelling:</p> <p>L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.</p> <ul style="list-style-type: none"> <li>A. Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).</li> <li>B. Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.</li> <li>C. Identify language of word origin, as noted in dictionaries.</li> <li>D. Spell singular and plural possessives (teacher’s; teachers’).</li> <li>E. Spell regular two- and three-syllable words that:</li> <li>F. Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.</li> <li>G. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.</li> <li>H. Most common words in English, including regular and irregular forms.</li> </ul> <p>Sentence Composition (Grammar, Syntax, and Punctuation):</p> <p>L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.</p> <ul style="list-style-type: none"> <li>A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.</li> <li>B. Capitalize appropriate words in titles.</li> <li>C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.</li> <li>D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.</li> <li>E. Use appropriate pronouns with clear referents.</li> <li>F. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).</li> <li>G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.</li> <li>H. Paraphrase a main idea or event in order to vary sentence structure and word use.</li> <li>I. Organize ideas into paragraphs with main ideas and supporting details.</li> </ul> <p>L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>



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	<p>A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>B. Choose words and phrases for effect.</p> <p>C. Recognize and observe differences between the conventions of spoken and written [standard] English.</p> <p>L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>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).</p> <p>C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p> <p><u>Speaking and Listening Standards:</u></p> <p>SL.PE.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.</p> <p>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>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).</p> <p>C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>D. Explain their own ideas and understanding in light of the discussion.</p>



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	<p>SL.II.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.</p> <p>SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL.PI.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. (Students may present information about climate change in a region of the world, using supporting evidence gathered from relevant texts.)</p> <p>SL.UM.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.</p> <p>SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><u>Writing Standards:</u></p> <p>W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.</p> <ul style="list-style-type: none"> <li>A. Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence.</li> <li>B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>C. Use transitional words and phrases to manage the sequence of events.</li> <li>D. Use concrete words and phrases and sensory details to convey experiences and events.</li> <li>E. Provide a conclusion or sense of closure that follows the narrated experiences or events.</li> </ul> <p>W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <ul style="list-style-type: none"> <li>A. Identify audience, purpose, and intended length of composition before writing.</li> <li>B. Consider writing as a process, including self-evaluation, revision and editing.</li> <li>C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.</li> </ul> <p>W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.</p> <p>W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.</p>



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	<p>W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.</p> <p><u>NJSLS-Social Studies</u>            Social Studies Standards addressed in this Unit:            Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities.</p> <ul style="list-style-type: none"> <li>● 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</li> <li>● 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.</li> </ul>
<p>MP1 Topics</p>	<p>During this marking period students will listen to, read, and view a variety of texts and media that present them with information about bold, interesting characters. A genre focused on realistic fiction provides students with opportunities to identify points of view, literary elements, and themes in order to better understand unfamiliar texts. Students will listen to, read, and view a variety of texts and media that present them with information about the importance of words and how they are used to express ideas and feelings. A genre focus on letters and poetry provides students with opportunities to identify elements of poetry and figurative language in order to better understand unfamiliar texts. Students will also listen to, read, and view a variety of texts and media that present them with information about important U.S. documents and symbols. A genre focused on nonfiction provides students with opportunities to identify central ideas, text structure, and media techniques in order to better understand unfamiliar texts.</p>



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MP1 Skills/Concepts	<p>Students will also encounter fantasy to build knowledge across genres. As students build their vocabulary and synthesize topic knowledge, they will learn that each protagonist is a unique individual, just as they are.</p> <p>Build knowledge of memoir and fantasy within different genres and build vocabulary and synthesize topic knowledge.</p> <p>Country's history and how various symbols came to represent the values and ideals of the United States.</p> <p>Weekly Read Aloud to model fluent reading and develop comprehension of text.</p> <p>Build Vocabulary through dictation and word meaning</p> <p>Central idea/main idea, citing text, making inferences, point of view, contextualized vocabulary</p> <p>Narrative Writing</p>
MP1 Core Materials	Houghton Mifflin Harcourt



<u>Marking Period 2 (MP2)</u>	ESL Curriculum Pacing Guide Grade 3
MP2  Standards for ESL	<p>WIDA English Language Development (ELD) Standards represent the social, instructional and academic language students use to engage with peers, educators and the curriculum in schools. The Standards highlight the language needed to meet academic expectations as described by state, college and career readiness standards:</p> <p>ELD-SI.K-3.Inform Multilingual learners will...</p> <ul style="list-style-type: none"> <li>• Define and classify objects or concepts</li> <li>• Describe characteristics, patterns, or behavior</li> <li>• Describe parts and wholes</li> <li>• Sort, clarify, and summarize ideas</li> <li>• Summarize information from interaction with others and from learning experiences</li> </ul> <p>ELD-SI.K-3.Explain Multilingual learners will...</p> <ul style="list-style-type: none"> <li>• Share initial thinking with others</li> <li>• Follow and describe cycles in diagrams, steps in procedures, or causes and effects</li> <li>• Compare and contrast objects or concepts</li> <li>• Offer ideas and suggestions</li> <li>• Act on feedback to revise understandings of how or why something works</li> </ul> <p>ELD-SI.K-3.Argue Multilingual learners will...</p> <ul style="list-style-type: none"> <li>• Ask questions about others' opinions</li> <li>• Support own opinions with reasons</li> <li>• Clarify and elaborate ideas based on feedback</li> <li>• Defend change in one's own thinking</li> <li>• Revise one's own opinions based on new information</li> </ul>



Marking Period 2 (MP2)	ESL Curriculum Pacing Guide Grade 3
	<p>Standard 2: Language for Language Arts</p> <p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.</p> <p>Grades 2-3</p> <p>ELD-LA.2-3.Inform.Interpretive</p> <p>Multilingual learners will interpret informational texts in language arts by</p> <ul style="list-style-type: none"> <li>• Identifying the main idea and key details</li> <li>• Referring explicitly to descriptions for themes and relationships among meanings</li> <li>• Describing relationship between a series of events, ideas or concepts, or procedural steps</li> </ul> <p>ELD-LA.2-3.Inform.Expressive</p> <p>Multilingual learners will construct informational texts in language arts that</p> <ul style="list-style-type: none"> <li>• Introduce and define topic and/or entity for audience</li> <li>• Add details to define, describe, compare, and classify topic and/or entity</li> <li>• Develop coherence and cohesion throughout text</li> </ul> <p>Standard 5: Language for Social Studies</p> <p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.</p> <p>Grades 2-3</p> <p>ELD-SS.2-3.Argue.Interpretive</p> <p>Multilingual learners will interpret social studies arguments by</p>



Marking Period 2 (MP2)	ESL Curriculum Pacing Guide Grade 3
	<ul style="list-style-type: none"> <li>• Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)</li> <li>• Analyzing relevant information from one or two sources to develop claims in response to compelling questions</li> <li>• Evaluating source credibility based on distinctions between fact and opinion</li> </ul> <p>ELD-SS.2-3.Argue.Expressive</p> <p>Multilingual learners will construct social studies arguments that</p> <ul style="list-style-type: none"> <li>• Introduce topic</li> <li>• Select relevant information to support claims with evidence from one or more sources</li> <li>• Show relationships between claim, evidence, and reasoning</li> </ul> <p><u>NJSLS-ELA</u></p> <p><u>Literature</u></p> <p>RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.</p> <p>RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g. fables, folktales, and myths from diverse cultures</p> <p>RL.IT.3.3. Describe the development of individual character’s traits, motivations, or feelings and explain how their actions contribute to the plot within a text.</p> <p>RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RL.MF.3.6. 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>RL.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).</p> <p><u>Foundational:</u></p>



Marking Period 2 (MP2)	ESL Curriculum Pacing Guide Grade 3
	<p>Phonics and Word Recognition: L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> <li>A. Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>B. Decode multisyllable words.</li> <li>C. Read grade-appropriate irregularly spelled words.</li> </ul> <p>Fluency: L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>A. Read grade-level text with purpose and understanding.</li> <li>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</li> <li>C. Use context to confirm or self-correct word recognition and understanding, rereading as</li> <li>D. necessary.</li> </ul> <p>Foundational Skills: Writing Language-Spelling: L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.</p> <ul style="list-style-type: none"> <li>A. Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).</li> <li>B. Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.</li> <li>C. Identify language of word origin, as noted in dictionaries.</li> <li>D. Spell singular and plural possessives (teacher’s; teachers’).</li> <li>E. Spell regular two- and three-syllable words that:</li> <li>F. Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.</li> <li>G. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.</li> <li>H. Most common words in English, including regular and irregular forms.</li> </ul> <p>Sentence Composition (Grammar, Syntax, and Punctuation): L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.</p> <ul style="list-style-type: none"> <li>A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.</li> <li>B. Capitalize appropriate words in titles.</li> <li>C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.</li> <li>D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.</li> <li>E. Use appropriate pronouns with clear referents.</li> <li>F. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).</li> <li>G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.</li> </ul>



Marking Period 2 (MP2)	ESL Curriculum Pacing Guide Grade 3
	<p>H. Paraphrase a main idea or event in order to vary sentence structure and word use.</p> <p>I. Organize ideas into paragraphs with main ideas and supporting details.</p> <p>L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>B. Choose words and phrases for effect.</p> <p>C. Recognize and observe differences between the conventions of spoken and written [standard] English.</p> <p>L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>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).</p> <p>C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p> <p><u>Speaking and Listening Standards:</u></p> <p>SL.PE.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.</p> <p>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>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).</p> <p>C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>D. Explain their own ideas and understanding in light of the discussion.</p>



Marking Period 2 (MP2)	ESL Curriculum Pacing Guide Grade 3
	<p>SL.II.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.</p> <p>SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL.PI.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. (Students may present information about climate change in a region of the world, using supporting evidence gathered from relevant texts.)</p> <p>SL.UM.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.</p> <p>SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><u>Writing Standards:</u></p> <p>W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.</p> <ul style="list-style-type: none"> <li>A. Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence.</li> <li>B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>C. Use transitional words and phrases to manage the sequence of events.</li> <li>D. Use concrete words and phrases and sensory details to convey experiences and events.</li> <li>E. Provide a conclusion or sense of closure that follows the narrated experiences or events.</li> </ul> <p>W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <ul style="list-style-type: none"> <li>A. Identify audience, purpose, and intended length of composition before writing.</li> <li>B. Consider writing as a process, including self-evaluation, revision and editing.</li> <li>C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.</li> </ul> <p>W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.</p> <p>W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.</p> <p>W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.</p>



Marking Period 2 (MP2)	ESL Curriculum Pacing Guide Grade 3
	<p>NJSLS- Social Studies</p> <p><u>Civics, Government and Human Rights: Participation and Deliberation</u>          6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).          6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</p> <p><u>Civics, Government and Human Rights: Democratic Principles</u>          6.1.5.CivicsDP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good). • 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</p> <p><u>Civics, Government and Human Rights: Processes and Rules</u>          6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.          6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.</p> <p><u>Civics, Government and Human Rights: Civic Mindedness</u>          6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.          6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.          6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.          6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.          6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.          6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.</p> <p><u>Geography, People and the Environment: Human Environmental Interaction</u>          6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).</p>



Marking Period 2 (MP2)	ESL Curriculum Pacing Guide Grade 3
	<p>6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.</p> <p>6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</p> <p><u>Geography, People and the Environment: Spatial Views of the World</u></p> <p>6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).</p> <p>6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).</p> <p>6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).</p> <p>6.1.2.Geo.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student’s assigned seat in the classroom, needs more thought).</p> <p><u>Geography, People and the Environment: Human Environmental Interaction</u></p> <p>6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.</p> <p>6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).</p> <p>6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</p> <p><u>Geography, People and the Environment: Global Interconnection</u></p> <p>6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</p> <p>6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes. 6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.</p> <p>6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p><u>Social Studies Skills</u></p> <p>Civic, Government and Human Right – Understand that in a representative democracy, individuals play a role in how government functions. In a representative democracy, individuals elect representatives to act on behalf of the people. The levels of government (i.e., local, state, and federal) have different powers and responsibilities. The levels of</p>



Marking Period 2 (MP2)	ESL Curriculum Pacing Guide Grade 3
	<p>government (i.e., local, state, and federal) have different powers and responsibilities. elected officials, serving in their community) people can initiate change.</p> <p>Spatial Thinking- Determine locations of places and interpret information available on maps and globes. Presentational Skills- Share information about a topic in an organized manner speaking clearly and at an appropriate pace. Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.</p>
<p>MP2 Topics</p>	<p>During this marking period students will listen to, read, and view a variety of texts and media that present them with information about important U.S. documents and symbols. will learn more about our country’s history and how various symbols came to represent the values and ideals of the United States. students will listen to, read, and view a variety of texts and media that give them information about the features of drama. They will learn more about the value of drama and the key differences between stories and plays. Students will also listen to, read, and view a variety of texts and media that present them with information about the concept of teamwork. they will learn more about the way that sports can bring people together to work as a team.</p>
<p>MP2 Skills/Concepts</p>	<p>Students will also encounter a genre focused on nonfiction provides students with opportunities to identify central ideas, text structure, and media techniques to better understand unfamiliar texts. A genre focused on drama provides students with opportunities to identify elements of drama and literary elements to better understand unfamiliar texts. A genre focused on realistic fiction provides students with opportunities to identify literary elements, author’s craft, and theme, to better understand unfamiliar texts.</p> <p>Multiple Meaning Words Central Idea &amp; Key Details, Elements of Drama Literary Elements, Text &amp; Graphic Features Literary Analysis Task Writing</p>
<p>MP2 Core Materials</p>	<p>Houghton Mifflin Harcourt</p>



<u>Marking Period 2 (MP2)</u>	SPA ELA Curriculum Pacing Guide Grade 3
MP2 Standards	<p><u>NJSLS-ELA</u></p> <p><u>Literature</u></p> <p>RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.</p> <p>RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g. fables, folktales, and myths from diverse cultures)</p> <p>RL.IT.3.3. Describe the development of individual character’s traits, motivations, or feelings and explain how their actions contribute to the plot within a text.</p> <p>RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RL.MF.3.6. 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>RL.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).</p> <p><u>Foundational:</u></p> <p>Phonics and Word Recognition: L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> <li>A. Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>B. Decode multisyllable words.</li> <li>D. Read grade-appropriate irregularly spelled words.</li> </ul> <p>Fluency: L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>A. Read grade-level text with purpose and understanding.</li> <li>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</li> <li>C. Use context to confirm or self-correct word recognition and understanding, rereading as</li> <li>D. necessary.</li> </ul> <p>Foundational Skills: Writing Language-Spelling: L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.</p>



Marking Period 2 (MP2)	SPA ELA Curriculum Pacing Guide Grade 3
	<ul style="list-style-type: none"> <li>A. Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).</li> <li>B. Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.</li> <li>C. Identify language of word origin, as noted in dictionaries.</li> <li>D. Spell singular and plural possessives (teacher’s; teachers’).</li> <li>E. Spell regular two- and three-syllable words that:</li> <li>F. Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.</li> <li>G. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.</li> <li>H. Most common words in English, including regular and irregular forms.</li> </ul> <p>Sentence Composition (Grammar, Syntax, and Punctuation): L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.</p> <ul style="list-style-type: none"> <li>A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.</li> <li>B. Capitalize appropriate words in titles.</li> <li>C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.</li> <li>D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.</li> <li>E. Use appropriate pronouns with clear referents.</li> <li>F. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).</li> <li>G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.</li> <li>H. Paraphrase a main idea or event in order to vary sentence structure and word use.</li> <li>I. Organize ideas into paragraphs with main ideas and supporting details.</li> </ul> <p>L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.</li> <li>B. Choose words and phrases for effect.</li> <li>C. Recognize and observe differences between the conventions of spoken and written [standard] English.</li> </ul> <p>L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>A. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>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).</li> </ul>



Marking Period 2 (MP2)	SPA ELA Curriculum Pacing Guide Grade 3
	<p>C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p> <p><u>Speaking and Listening Standards:</u></p> <p>SL.PE.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.</p> <p>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>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).</p> <p>C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>D. Explain their own ideas and understanding in light of the discussion.</p> <p>SL.II.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.</p> <p>SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL.PI.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. (Students may present information about climate change in a region of the world, using supporting evidence gathered from relevant texts.)</p> <p>SL.UM.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.</p> <p>SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><u>Writing Standards:</u></p> <p>W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.</p> <p>A. Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence.</p>



Marking Period 2 (MP2)	SPA ELA Curriculum Pacing Guide Grade 3
	<p>B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>C. Use transitional words and phrases to manage the sequence of events.</p> <p>D. Use concrete words and phrases and sensory details to convey experiences and events.</p> <p>E. Provide a conclusion or sense of closure that follows the narrated experiences or events.</p> <p>W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>A. Identify audience, purpose, and intended length of composition before writing.</p> <p>B. Consider writing as a process, including self-evaluation, revision and editing.</p> <p>C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.</p> <p>W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.</p> <p>W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.</p> <p>W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.</p> <p><u>Social Studies Standards addressed in this Unit:</u></p> <p>Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities.</p> <ul style="list-style-type: none"> <li>● 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</li> <li>● 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.</li> </ul> <p>4.2. Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.</p> <p>4.3. Responsibility and Leadership. Students with gifts and talents demonstrate personal and social responsibility.</p>



Marking Period 2 (MP2)	SPA ELA Curriculum Pacing Guide Grade 3
MP2 Topics	During this marking period students will listen to, read, and view a variety of texts and media that present them with information about important U.S. documents and symbols. Students will listen to, read, and view a variety of texts and media that give them information about the features of drama. Students will also listen to, read, and view a variety of texts and media that present them with information about the concept of teamwork.
MP2 Skills/Concepts	<p>Students will also encounter fables and video to build knowledge across genres in addition to encounter narrative nonfiction and video to build knowledge across genres</p> <p>Identify central ideas, text structure, and media techniques to better understand unfamiliar texts            Identify elements of drama and literary elements to better understand unfamiliar texts            Identify literary elements, author’s craft, and theme to better understand unfamiliar texts.            Read Alouds to model fluent reading and develop comprehension of text.            Build Vocabulary through dictation and word meaning            Build Vocabulary through dictation and word meaning            Reading and Comprehension questions            Literary Analysis Task Writing</p>
MP2 Core Materials	Houghton Mifflin Harcourt



<u>Marking Period 3 (MP3)</u>	ESL Curriculum Pacing Guide Grade 3
MP3  Standards	<p>WIDA English Language Development (ELD) Standards represent the social, instructional and academic language students use to engage with peers, educators and the curriculum in schools. The Standards highlight the language needed to meet academic expectations as described by state, college and career readiness standards:</p> <p><u>ELD Standard 1: Language for Social and Instructional Purposes</u> <u>Grades K-3</u> ELD-SI.K-3.Narrate Multilingual learners will...</p> <ul style="list-style-type: none"> <li>• Share ideas about one's own and others' lived experiences and previous learning</li> <li>• Connect stories with images and representations to add meaning</li> <li>• Ask questions about what others have shared</li> <li>• Recount and restate ideas</li> <li>• Discuss how stories might end or next steps</li> </ul> <p>ELD-SI.K-3.Inform Multilingual learners will...</p> <ul style="list-style-type: none"> <li>• Define and classify objects or concepts</li> <li>• Describe characteristics, patterns, or behavior</li> <li>• Describe parts and wholes</li> <li>• Sort, clarify, and summarize ideas</li> <li>• Summarize information from interaction with others and from learning experiences</li> </ul> <p>ELD-SI.K-3.Explain Multilingual learners will...</p> <ul style="list-style-type: none"> <li>• Share initial thinking with others</li> <li>• Follow and describe cycles in diagrams, steps in procedures, or causes and effects</li> <li>• Compare and contrast objects or concepts</li> <li>• Offer ideas and suggestions</li> <li>• Act on feedback to revise understandings of how or why something works</li> </ul> <p><u>ELD Standard 2: Language for Language Arts</u> <u>Grades 2-3</u> ELD-LA.2-3.Narrate.Interpretive</p>



Marking Period 3 (MP3)	ESL Curriculum Pacing Guide Grade 3
	<p>WIDA ELD Standards</p> <p>WIDA English Language Development (ELD) Standards represent the social, instructional and academic language students use to engage with peers, educators and the curriculum in schools. The Standards highlight the language needed to meet academic expectations as described by state, college and career readiness standards.</p> <ul style="list-style-type: none"> <li>• Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.</li> <li>• Standard 2: Language for Language Arts English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.</li> <li>• Standard 3: Language for Mathematics English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.</li> <li>• Standard 5: Language for Social Studies English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.</li> </ul> <p>Standard 1: Language for Social and Instructional Purposes English language learners communicate for social and instructional purposes within the school setting. Grades K-3 ELD-SI.K-3.Inform Multilingual learners will...</p> <ul style="list-style-type: none"> <li>• Define and classify objects or concepts</li> <li>• Describe characteristics, patterns, or behavior</li> <li>• Describe parts and wholes</li> <li>• Sort, clarify, and summarize ideas</li> <li>• Summarize information from interaction with others and from learning experiences</li> </ul> <p>ELD-SI.K-3.Explain Multilingual learners will...</p> <ul style="list-style-type: none"> <li>• Share initial thinking with others</li> <li>• Follow and describe cycles in diagrams, steps in procedures, or causes and effects</li> <li>• Compare and contrast objects or concepts</li> <li>• Offer ideas and suggestions</li> <li>• Act on feedback to revise understandings of how or why something works</li> </ul> <p>ELD-SI.K-3.Argue</p>



Marking Period 3 (MP3)	ESL Curriculum Pacing Guide Grade 3
	<p>Multilingual learners will...</p> <ul style="list-style-type: none"> <li>• Ask questions about others' opinions</li> <li>• Support own opinions with reasons</li> <li>• Clarify and elaborate ideas based on feedback</li> <li>• Defend change in one's own thinking</li> <li>• Revise one's own opinions based on new information</li> </ul> <p>Standard 2: Language for Language Arts English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts. Grades 2-3 ELD-LA.2-3.Inform.Interpretive Multilingual learners will interpret informational texts in language arts by</p> <ul style="list-style-type: none"> <li>• Identifying the main idea and key details</li> <li>• Referring explicitly to descriptions for themes and relationships among meanings</li> <li>• Describing relationship between a series of events, ideas or concepts, or procedural steps</li> </ul> <p>ELD-LA.2-3.Inform.Expressive Multilingual learners will construct informational texts in language arts that</p> <ul style="list-style-type: none"> <li>• Introduce and define topic and/or entity for audience</li> <li>• Add details to define, describe, compare, and classify topic and/or entity</li> <li>• Develop coherence and cohesion throughout text</li> </ul> <p>Standard 5: Language for Social Studies English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies. Grades 2-3 ELD-SS.2-3.Argue.Interpretive Multilingual learners will interpret social studies arguments by</p> <ul style="list-style-type: none"> <li>• Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)</li> <li>• Analyzing relevant information from one or two sources to develop claims in response to compelling questions</li> <li>• Evaluating source credibility based on distinctions between fact and opinion</li> </ul>



Marking Period 3 (MP3)	ESL Curriculum Pacing Guide Grade 3
	<p>ELD-SS.2-3.Argue.Expressive Multilingual learners will construct social studies arguments that</p> <ul style="list-style-type: none"> <li>• Introduce topic</li> <li>• Select relevant information to support claims with evidence from one or more sources</li> <li>• Show relationships between claim, evidence, and reasoning</li> </ul> <hr/> <p><u>NJSLS-ELA</u></p> <p><b><u>Reading Domain</u></b></p> <p>RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.</p> <p>RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.</p> <p>RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).</p> <p>RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.</p> <p>RL.IT.3.3. Describe the development of individual character’s traits, motivations, or feelings and explain how their actions contribute to the plot within a text.</p> <p>RI.IT.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.</p> <p>RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>



Marking Period 3 (MP3)	ESL Curriculum Pacing Guide Grade 3
	<p>RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.</p> <p>RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RI.PP.3.5. Distinguish their own point of view from that of the author of a text.</p> <p>RL.MF.3.6. 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>RI.MF.3.6. 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>RI.AA.3.7. 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>RL.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).</p> <p>RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.</p> <p><b><u>Foundational:</u></b></p> <p>Phonics and Word Recognition: L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> <li>A. Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>B. Decode words with common Latin suffixes.</li> <li>C. Decode multisyllable words.</li> </ul>



Marking Period 3 (MP3)	ESL Curriculum Pacing Guide Grade 3
	<p>D. Read grade-appropriate irregularly spelled words. E. Analyze the parts of high-frequency words that are regular and the parts that are irregular. Fluency: L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>E. Read grade-level text with purpose and understanding. F. Read grade-level text orally with accuracy, appropriate rate, and expression. G. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Foundational Skills: Writing Language-Spelling: L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.</p> <p>I. Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families). J. Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words. K. Identify language of word origin, as noted in dictionaries. L. Spell singular and plural possessives (teacher’s; teachers’). F. Spell regular two- and three-syllable words that: a. Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le. b. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion. G. Spell most common words in English, including regular and irregular forms.</p> <p>Sentence Composition (Grammar, Syntax, and Punctuation): L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.</p> <p>J. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns. K. Capitalize appropriate words in titles. L. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense. M. Use common regular and irregular plural forms, writing nouns and verbs that agree in number. N. Use appropriate pronouns with clear referents. O. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses). P. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.</p>



Marking Period 3 (MP3)	ESL Curriculum Pacing Guide Grade 3
	<p>Q. Paraphrase a main idea or event in order to vary sentence structure and word use. R. Organize ideas into paragraphs with main ideas and supporting details.</p> <p>L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>D. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases. E. Choose words and phrases for effect. F. Recognize and observe differences between the conventions of spoken and written [standard] English.</p> <p>L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>E. Use sentence-level context as a clue to the meaning of a word or phrase. F. 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). G. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). H. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>D. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). E. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). F. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p> <p><b><u>Speaking and Listening Standards:</u></b></p> <p>SL.PE.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.</p> <p>E. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. F. 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).</p>



Marking Period 3 (MP3)	ESL Curriculum Pacing Guide Grade 3
	<p>G. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>H. Explain their own ideas and understanding in light of the discussion.</p> <p>SL.II.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.</p> <p>SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL.PI.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. (Students may present information about climate change in a region of the world, using supporting evidence gathered from relevant texts.)</p> <p>SL.UM.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.</p> <p>SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><b><u>Writing Standards:</u></b></p> <p>W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.</p> <p>F. Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence.</p> <p>G. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>H. Use transitional words and phrases to manage the sequence of events.</p> <p>I. Use concrete words and phrases and sensory details to convey experiences and events.</p> <p>J. Provide a conclusion or sense of closure that follows the narrated experiences or events.</p>



Marking Period 3 (MP3)	ESL Curriculum Pacing Guide Grade 3
	<p>W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <ul style="list-style-type: none"> <li>D. Identify audience, purpose, and intended length of composition before writing.</li> <li>E. Consider writing as a process, including self-evaluation, revision and editing.</li> <li>F. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.</li> </ul> <p>W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.</p> <p>W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.</p> <p>W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.</p> <p><u>NJSLS- Social Studies</u></p> <p>Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities.</p> <ul style="list-style-type: none"> <li>• 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</li> </ul>



Marking Period 3 (MP3)	ESL Curriculum Pacing Guide Grade 3
	<ul style="list-style-type: none"> <li>• 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.</li> </ul>
MP3 Topics	<p>This marking period, there will be opportunities for students to explore the theme of innovations and inventions that have changed our lives. Both <i>Mistakes That Worked</i> by Charlotte Foltz Jones and <i>Frindle</i> by Andrew Clements highlight the power of creativity and how unexpected ideas can make a significant impact. In <i>Mistakes That Worked</i>, accidents like the invention of the slinky or chocolate chip cookies demonstrate that mistakes can lead to remarkable outcomes. Similarly, in <i>Frindle</i>, Nick’s simple act of calling a pen a “frindle” begins as a small creative idea but evolves into a nationwide sensation. Both stories emphasize the importance of imagination and innovation, showing that even the smallest ideas can create big changes when supported by others.</p> <p>Essential Question: <b>How can imagination change our lives?</b></p>
MP3 Skills/Concepts	<p>Skills/concepts: Character Traits, Ask and Answer Questions, cause and Effect, Close Reading, Literary Elements, Key Ideas and Details, Point of View, Summarize, Theme/Topic</p> <p>Writing: Research Simulation task</p>
MP3 Core Materials	Houghton Mifflin Harcourt



<u>Marking Period 3 (MP3)</u>	SPA ELA Curriculum Pacing Guide Grade 3
MP3  Standards	<p>NJSLS Reading and Writing Standards</p> <p><b><u>Reading Domain</u></b></p> <p>RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.</p> <p>RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.</p> <p>RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).</p> <p>RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.</p> <p>RL.IT.3.3. Describe the development of individual character’s traits, motivations, or feelings and explain how their actions contribute to the plot within a text.</p> <p>RI.IT.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.</p> <p>RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.</p>



Marking Period 3 (MP3)	SPA ELA Curriculum Pacing Guide Grade 3
	<p>RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RI.PP.3.5. Distinguish their own point of view from that of the author of a text.</p> <p>RL.MF.3.6. 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>RI.MF.3.6. 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>RI.AA.3.7. 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>RL.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).</p> <p>RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.</p> <p><b><u>Foundational:</u></b></p> <p>Phonics and Word Recognition: L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> <li>F. Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>G. Decode words with common Latin suffixes.</li> <li>H. Decode multisyllable words.</li> <li>I. Read grade-appropriate irregularly spelled words.</li> <li>J. Analyze the parts of high-frequency words that are regular and the parts that are irregular.</li> </ul> <p>Fluency: L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p>



Marking Period 3 (MP3)	SPA ELA Curriculum Pacing Guide Grade 3
	<p>H. Read grade-level text with purpose and understanding.            I. Read grade-level text orally with accuracy, appropriate rate, and expression.            J. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Foundational Skills: Writing Language-Spelling: L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.</p> <p>M. Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).            N. Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.            O. Identify language of word origin, as noted in dictionaries.            P. Spell singular and plural possessives (teacher’s; teachers’).            H. Spell regular two- and three-syllable words that:                a. Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.                b. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.            I. Spell most common words in English, including regular and irregular forms.</p> <p>Sentence Composition (Grammar, Syntax, and Punctuation): L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.</p> <p>S. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.            T. Capitalize appropriate words in titles.            U. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.            V. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.            W. Use appropriate pronouns with clear referents.            X. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).            Y. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.            Z. Paraphrase a main idea or event in order to vary sentence structure and word use.            AA. Organize ideas into paragraphs with main ideas and supporting details.</p> <p>L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>



Marking Period 3 (MP3)	SPA ELA Curriculum Pacing Guide Grade 3
	<p>G. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>H. Choose words and phrases for effect.</p> <p>I. Recognize and observe differences between the conventions of spoken and written [standard] English.</p> <p>L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>I. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>J. 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).</p> <p>K. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>L. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>G. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>H. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>I. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p> <p><b><u>Speaking and Listening Standards:</u></b></p> <p>SL.PE.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.</p> <p>I. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>J. 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).</p> <p>K. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>L. Explain their own ideas and understanding in light of the discussion.</p>



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	<p>SL.II.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.</p> <p>SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL.PI.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. (Students may present information about climate change in a region of the world, using supporting evidence gathered from relevant texts.)</p> <p>SL.UM.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.</p> <p>SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><b><u>Writing Standards:</u></b></p> <p>W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.</p> <ul style="list-style-type: none"> <li>K. Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence.</li> <li>L. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>M. Use transitional words and phrases to manage the sequence of events.</li> <li>N. Use concrete words and phrases and sensory details to convey experiences and events.</li> <li>O. Provide a conclusion or sense of closure that follows the narrated experiences or events.</li> </ul> <p>W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <ul style="list-style-type: none"> <li>G. Identify audience, purpose, and intended length of composition before writing.</li> <li>H. Consider writing as a process, including self-evaluation, revision and editing.</li> <li>I. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.</li> </ul>



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	<p>W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.</p> <p>W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.</p> <p>W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.</p> <p><u>NJSLS-Social Studies</u> <u>Social Studies Standards addressed in this Unit:</u> Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities.</p> <ul style="list-style-type: none"> <li>• 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</li> <li>• 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.</li> </ul>
<p>MP3 Topics</p>	<p>This marking period, there will be opportunities for students to explore the theme of innovations and inventions that have changed our lives.</p> <p>Both <i>Mistakes That Worked</i> by Charlotte Foltz Jones and <i>Frindle</i> by Andrew Clements highlight the power of creativity and how unexpected ideas can make a significant impact. In <i>Mistakes That Worked</i>, accidents like the invention of the slinky or chocolate chip cookies demonstrate that mistakes can lead to remarkable outcomes. Similarly, in <i>Frindle</i>, Nick’s simple act of calling a pen a “Frindel” begins as a small creative idea but evolves into a nationwide sensation. Both stories emphasize the importance of imagination and innovation, showing that even the smallest ideas can create big changes when supported by others.</p> <p><b>Essential Question:</b> How can imagination change our lives?</p>



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MP3 Skills/Concepts	<p>Weekly Read Aloud to model fluent reading and develop comprehension of text. Such include: Ask and Answer Questions, Character Traits, Literary Elements, Key Idea and Details, Point of View, Text Structure, Summarize</p> <p>Build Vocabulary through dictation and word meaning inclusive of prefixes and suffixes</p> <p>Writing: Research Simulation Task</p>
MP3 Core Materials	Houghton Mifflin Harcourt

