Paulsboro Schools

Curriculum

Language Arts Literacy
Grade 3
2011 - 2012

* For adoption by all regular education programs
Board Approved: April 2012
as specified and for adoption or adaptation by
all Special Education Programs in accordance
with Board of Education Policy.

PAULSBOROSCHOOL DISTRICT

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Paulsboro Schools Mission Statement

The mission of the Paulsboro School District is to provide each student educational opportunities to assist in attaining their full potential in a democratic society.

Our instructional programs will take place in a responsive, community based school system that fosters respect among all people.

Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

Introduction/Philosophy: (this is from science…delete and write your own philosophy)
"Today more than ever before, science holds the key to our survival as a planet and our security and prosperity as a nation"(Obama, 2008)
Scientific literacy assumes an increasingly important role in the context of globalization. The rapid pace of technological advance, access to an unprecedented wealth of information, and the pervasive impact of science and technology on day-to-day living require a depth of understanding that can be enhanced through quality science education. In the 21st century, science education focuses on the practices of science that lead to a greater understand of the growing body of scientific knowledge that is required of citizens in an ever-changing world.

Educational Goals (taken from NJCCCS)

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.

New Jersey State Department of Education Core Curriculum Content Standards

A note about Science Standards and Cumulative Progress Indicators:

The New Jersey Core Curriculum Content Standards for **Science** were revised in **2009**. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for Mathematics may also be found at:

http://www.njcccs.org/search.aspx

clicking on this link will take you here:

Pick your content area

Select the grade level you're working on here

Select all to see all the standards that apply

Click search to start process

Find CPI's, assessments, and resources here

This page has been added to help with clarity of purpose for the curriculum writer. It may be deleted when the document is complete.

New Jersey State Department of Education Core Curriculum Content Standards

A note about Science Standards and Cumulative Progress Indicators:

The New Jersey Core Curriculum Content Standards for **Science**were revised in **2009**. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for Mathematics may also be found at:

http://www.njcccs.org/search.aspx

The next portion of this document deals with identifying the Essential questions, Enduring Understanding and Conceptual Understandings. These are the big ideas, important concepts that you want students to leave with…. The things they need to know in order to master the concept being taught. You can find these essential questions in the NJCCCS at the website above

We took a guess and assumed that each quarter, or marking period, would have about 4 big ideas to cover. You may have more or less. You can add or delete boxes as necessary.

Content Area	Science		
Standard (Enduring understanding)	**5.1 Science Practices:** All students will understand that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science.		
Strand (Essential Question)	**A. Understand Scientific Explanations :** Students understand core concepts and principles of science and use measurement and observation tools to assist in categorizing, representing, and interpreting the natural and designed world. (Educational goal)		
end of grade	**Content Statement**	**CPI#**	**Cumulative Progress Indicator (CPI)**
P	Who, what, when, where, why, and how questions form the basis for young learners' investigations during sensory explorations, experimentation, and focused inquiry.	5.1.P.A.1 (Conceptual understanding)	Display curiosity about science objects, materials, activities, and longer-term investigations in progress.
4	Fundamental scientific concepts and principles and the links between them are more useful than discrete facts.	5.1.4.A.1	Demonstrate understanding of the interrelationships among fundamental concepts in the physical, life, and Earth systems sciences.

This page has been added to help with clarity of purpose for the curriculum writer. It may be deleted when the document is complete.

Scope and Sequence Map

Quarter 1

Big Idea: 1
The ability to read a variety of texts requires independence, comprehension and fluency

Big Idea: 2
Writing is the process of communicating in print for a variety of audiences and purposes

Big Idea: 3
Oral language and listening is a tool for communicating, thinking, and learning to gain understanding.

Big Idea: 4
A media literate person can evaluate how words, images, and sounds influence a message.

Quarter 2

Big Idea: 1
The ability to read a variety of texts requires independence, comprehension and fluency

Big idea: 2
Writing is the process of communicating in print for a variety of audiences and purposes

Big Idea: 3
Oral language and listening is a tool for communicating, thinking, and learning to gain understanding.

Big Idea: 4
A media literate person can evaluate how words, images, and sounds influence a message.

Quarter 3	
Big Idea: 1 The ability to read a variety of texts requires independence, comprehension and fluency	**Big Idea: 2** Writing is the process of communicating in print for a variety of audiences and purposes
Big Idea: 3 Oral language and listening is a tool for communicating, thinking, and learning to gain understanding.	**Big Idea: 4** A media literate person can evaluate how words, images, and sounds influence a message.

Quarter 4	
Big Idea: 1 The ability to read a variety of texts requires independence, comprehension and fluency	**Big idea: 2** Writing is the process of communicating in print for a variety of audiences and purposes
Big Idea: 3 Oral language and listening is a tool for communicating, thinking, and learning to gain understanding.	**Big Idea: 4** A media literate person can evaluate how words, images, and sounds influence a message.

Subject/ Grade level: LAL 3	**Suggested days of instruction:** 45

| **Quarter 1**
Objective/ Cluster Concept/ Cumulative Progress Indicators

The student will be able to:

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

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

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

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

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

RF.3.3.a.Identify and know the meaning of the most common prefixes and derivational suffixes.

RF.3.3.b.Decode words with | **Big Idea 1:** The ability to read a variety of texts requires independence, comprehension and fluency.

Goals:
1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.

Suggested Readings- Theme: Literature – Research Project (1)
1. Greek Myths/ Fables (3-5)   2. Science (1-2)   3. Social Studies/arts (1-2)
Additional Resources:
- McGraw Hill Treasures series   - Library
- Dictionary   - Literacy Coach
- Guiding Readers and Writers Grades 3-6 (Fountas & Pinnell)   - Leveled books
- Launching Reading Workshop (Lucy Calkins)
- Paulsboro School District Grade 3 Science and Social Studies Curriculum Guides

<table><tr><td>**Essential Questions:**
1. How can you use the text to create and answer questions?
2. What is the central message, lesson, or moral of the story?
3. How can you describe key details in an \ informational text by answering questions?
4. What is the main idea of the informational text?
5. How can you use decoding skills with an unknown words?
6. What do you do when you do not know the meaning of a word or words?</td><td>**Sample Learning Activities:**
-Interactive read alouds
-Reader response journal
-Guided reading
-Reader's workshop
-Think/Pair/Share
-Reciprocal teaching skills
-Student directed word wall

Assessment Models:
Formative:
Running/ Ancedotal records
Guided reading/ conferencing
Reading Response Journal,
Teacher observation
Summative:</td></tr></table> |

common Latin suffixes.

RF.3.3.c.Decode multisyllable words.

RF3.3.d.Read grade-appropriate irregularly spelled words.

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

L.3.4.a.Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.4.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*).

L.3.4.c.Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).

L.3.4.d.Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Enduring Understanding:

1. Good readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
2. Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.
3. Good readers gather and critique information from different sources for specific purposes on similar subjects.

Intervention Materials/ Strategies:

- Compass Odyssey
- BSI/ Resource Push In Support (tier 2)
- Small Group Instruction/Leveled Readers
- Flexible grouping

ELL:

-leveled readers
-after school support (tier 3)
-classroom modifications

Treasures comprehension test
MAP Test (Lexile) benchmark
NJ ASK

Subject/ Grade level: LAL 3	**Suggested days of instruction**: 45

Quarter 1	**Big Idea 2:** Writing is the process of communicating in print for a variety of audiences and purposes

Objective/ Cluster Concept/ Cumulative Progress Indicators

The student will be able to:

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

W.3.3.a.Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

W.3.3.b.Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W.3.3.c.Use temporal words and phrases to signal event order.

W.3.3.d.Provide a sense of closure.

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

Goals:

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.

Writing about Text: Focus on Opinions (2 analyses) develop and convey understanding
- Research Project (1)
- Narrative Writing (1-2)

Additional Resources:

-McGraw Hill Treasures Series   -Library

-Dictionary   -Literacy Coach
-Launching Writing Workshop (Lucy Calkins) -Loudenslager computer lab

Essential Questions:
1. How can we write a detailed story using sequence?
2. How would you describe the writing process?
3. Why is planning, revising, and editing important to the writing process?
4. What is the purpose of using capitalization, punctuation, and spelling when writing?

Enduring Understanding:

1. Good writers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.

2. Good writers gather and critique information from different sources for specific purposes on similar subjects.

3. Good writers need to know that words powerfully affect meaning.

Sample Learning Activities:

Writer's Workshop

Peer and teacher conferences

Guided writing

Teacher model writing process

Student directed word wall

-Cursive writing instruction

Assessment Models:
Formative:
Writing journal
Conference with teacher
Summative:
Rubric assessments of published pieces
Portfolio
Pre/post district writing samples

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.3.2.a.Capitalize appropriate words in titles. L.3.2.b.Use commas in addresses. L.3.2.c.Use commas and quotation marks in dialogue. L.3.2.d.Form and use possessives. L.3.2.e.Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*). L.3.2.f.Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words. L.3.2.g.Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	**Intervention Materials/ Strategies:** - Compass Odyssey - BSI/ Resource Push In Support (tier 2) - Small Group Instruction/Leveled Readers - Flexible grouping **ELL:** -leveled readers -after school support (tier 3) -classroom modifications	

Subject/ Grade level: LAL 3	Suggested days of instruction: 45

Quarter 1	**Big Idea 3:** Oral language and listening is a tool for communicating, thinking, and learning to gain understanding.

Quarter 1

Objective/ Cluster Concept/ Cumulative Progress Indicators

The student will be able to:

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

SL.3.1.a.Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.1.b.Follow agreed-upon rules 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).

SL.3.1.c.Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1.d.Explain their own ideas and understanding in light of the discussion.

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide

Goals:

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.

Suggested Readings- Theme: Literature
1. Greek Myths/ Fables (3-5)   2. Science (1-2)   3. Social Studies/arts (1-2)

Additional Resources:

- McGraw Hill Treasures series   - Library
- Dictionary   - Literacy Coach
- Guiding Readers and Writers Grades 3-6 (Fountas & Pinnell)   - Leveled books
- Launching Reading Workshop (Lucy Calkins)
- Paulsboro School District Grade 3 Science and Social Studies Curriculum Guides

Essential Questions:
1. How are the rules for discussion followed?
2. Why do we speak in complete sentences when in a conversation?
3. How do you use grammar when speaking?
4. When speaking in a conversation, how do you tell someone when things happen?

Sample Learning Activities:
Oral presentations
Reader's Theater
Think/Pair/Share
Guided Reading/ Literature Discussion Groups
Debate
Teacher model read aloud

Assessment Models:
Formative:
Teacher observation

Summative:
Teacher observation notes

requested detail or clarification.

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

L.3.1.a.Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.3.1.b.Form and use regular and irregular plural nouns.

L.3.1.c.Use abstract nouns (e.g., *childhood*).

L.3.1.d.Form and use regular and irregular verbs.

L.3.1.e.Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.

L.3.1.f.Ensure subject-verb and pronoun-antecedent agreement.*

L.3.1.g.Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

L.3.1.h.Use coordinating and subordinating conjunctions.

L.3.1.i.Produce simple, compound, and complex sentences

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

Enduring Understanding:

1. Speaking, discussion, and inquiry enhance vocabulary and reading comprehension.
2. Speaking is a rehearsal process for developing written ideas.
3. Spoken contributions to discussion assist in the development of individual ideas, new hypotheses, and perspectives.
4. The formation of spoken messages is built on reading, listening, viewing, and writing.

Intervention Materials/ Strategies:
- Compass Odyssey
- BSI/ Resource Push In Support (tier 2)
- Small Group Instruction/Leveled Readers
- Flexible grouping

ELL:
-leveled readers
-after school support (tier 3)
-classroom modifications

Subject/ Grade level: LAL 3	Suggested days of instruction: 45
Quarter 1 Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to: W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	**Big Idea 4:** A media literate person can evaluate how words, images, and sounds influence a message. **Goals:** 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 3. Investigate, research, and synthesize information from various media sources. **Suggested Readings- Theme: Literature** 1. Greek Myths/ Fables (3-5) 2. Science (1-2) 3. Social Studies/arts (1-2) **Additional Resources:** -McGraw Hill Treasures Series -Library -Gloucester County AVA -Dictionary -Literacy Coach -Leveled Books -Listening Station (CD player and/or IPod) - Netbook computers/ printer -Compass Odyssey

| **Essential Questions:**
1. How does technology assist you during the writing process?
2. How do you organize notes and information into categories?

Enduring Understanding:
1. Messages are delivered through a variety of print and non-print mediums.
2. Visual images support comprehension and learning (to include illustrations, photographs, graphs, maps, diagrams, charts, inserts, and computer icons).
3. A strategic reader uses all presented graphics/images to enhance the intended message. | **Sample Learning Activities:**
-Teacher model writing process
-Tiered based projects
-Compass Odyssey writing portfolio
-Movie/Video related to topic

Assessment Models:
Formative:
-conference

Summative:
-rubric scores of published pieces |

Subject/ Grade level: LAL 3	Suggested days of instruction: 45

Quarter 2	Big Idea 1:

Quarter 2

Objective/ Cluster Concept/ Cumulative Progress Indicators

The student will be able to:
RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language
RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
RF.3.4.a.Read grade-level text with purpose and understanding.
RF.3.4.b.Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

Big Idea 1:
The ability to read a variety of texts requires independence, comprehension and fluency.

Goals:

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.

Suggested Readings- Theme: Informational – Research Project (1)
   1.Literature (3-5)   2. Science (1-2)   3. Social Studies/arts (1-2)

Additional Resources:

- McGraw Hill Treasures series   - Library

- Dictionary   - Literacy Coach

- Guiding Readers and Writers Grades 3-6 (Fountas & Pinnell)   - Leveled books

- Launching Reading Workshop (Lucy Calkins)
Paulsboro School District Grade 3 Science and Social Studies Curriculum Guides

Essential Questions:	Sample Learning Activities:
1. Describe how the character affects the sequence of events. 2. How do words/ phrases change between literal and non-literal language? 3. What is the connection with the information in the text in regard to time, sequence, and cause/effect? 4. How do you comprehend what you read? 5. Why are there differences in language when writing, speaking, reading, or listening? 6. What do you do when you not know the meaning a word or words?	-Interactive read alouds -Reader response journal -Guided reading -Reader's workshop -Think/Pair/Share -Reciprocal teaching skills -Student directed word wall

| RF.3.4.c.Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.3.3.a.Choose words and phrases for effect.*
L.3.3.b.Recognize and observe differences between the conventions of spoken and written standard English.
L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
L.3.4.a.Use sentence-level context as a clue to the meaning of a word or phrase.
L.3.4.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*).
L.3.4.c.Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
L.3.4.d.Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases | ## Enduring Understanding:

1. Good readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
2. Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.
3. Good readers gather and critique information from different sources for specific purposes on similar subjects.

Intervention Materials/ Strategies:
- Compass Odyssey
- BSI/ Resource Push In Support (tier 2)
- Small Group Instruction/Leveled Readers
- Flexible grouping
ELL:
-leveled readers
-after school support (tier 3)
-classroom modifications | ## Assessment Models:
Formative:
Running/ Ancedotal records
Guided reading/ conferencing
Reading Response Journal,
Teacher observation
Summative:
Treasures comprehension test
MAP Test (Lexile) benchmark
NJ ASK |

Subject/ Grade level: LAL 3	**Suggested days of instruction:** 45

Quarter 2
Objective/ Cluster Concept/ Cumulative Progress Indicators

The student will be able to:

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.2.a.Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.3.2.b.Develop the topic with facts, definitions, and details.

W.3.2.c.Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.

W.3.2.d.Provide a concluding statement or section

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

W.3.5. With guidance and support

Big Idea 2:
Writing is the process of communicating in print for a variety of audiences and purposes

Goals:

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.

Writing about Text: Focus on Inform/Explain (2 analyses) develop and convey understanding
- Research Project (1)
- Narrative Writing (1-2)

Additional Resources:

-McGraw Hill Treasures Series   -Library

-Dictionary   -Literacy Coach
-Launching Writing Workshop (Lucy Calkins) -Loudenslager computer lab

Essential Questions:
1. How can you clearly explain in writing about a topic?
2. How would you describe the writing process?
3. Why is planning, revising, and editing important to the writing process?
4. What is the purpose of using capitalization, punctuation, and spelling when writing?

Enduring Understanding:
1. Good writers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.
2. Good writers gather and critique information from different sources for specific purposes on similar subjects.
3. Good writers need to know that words powerfully affect meaning.

Sample Learning Activities:
Writer's Workshop
Peer and teacher conferences
Guided writing
Teacher model writing process
Student directed word wall
-Cursive writing instruction

Assessment Models:
Formative:
Writing journal
Conference with teacher
Summative:
Rubric assessments of published pieces
Portfolio
Pre/post district writing samples

from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.3.2.a.Capitalize appropriate words in titles. L.3.2.b.Use commas in addresses. L.3.2.c.Use commas and quotation marks in dialogue. L.3.2.d.Form and use possessives. L.3.2.e.Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*). L.3.2.f.Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words. L.3.2.g.Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	**Intervention Materials/ Strategies:** - Compass Odyssey - BSI/ Resource Push In Support (tier 2) - Small Group Instruction/Leveled Readers - Flexible grouping **ELL:** -leveled readers -after school support (tier 3) -classroom modifications	

Subject/ Grade level: LAL 3	Suggested days of instruction: 45

Quarter 2

Objective/ Cluster Concept/ Cumulative Progress Indicators

The student will be able to:

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

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

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification

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

L.3.1.a.Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.3.1.b.Form and use regular and

Big Idea 3: Oral language and listening is a tool for communicating, thinking, and learning to gain understanding.

Goals:

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.

Suggested Readings- Theme: Informational

1.Literature (3-5)   2. Science (1-2)   3. Social Studies/arts (1-2)

Additional Resources:

- McGraw Hill Treasures series   - Library

- Dictionary   - Literacy Coach

- Guiding Readers and Writers Grades 3-6 (Fountas & Pinnell)   - Leveled books

- Launching Reading Workshop (Lucy Calkins)

- Paulsboro School District Grade 3 Science and Social Studies Curriculum Guides

Essential Questions:

1. How can you listen for key details in a text?
2. Why should you ask questions to a speaker when you do not understand information?
3. How do you use grammar when speaking?
4. When speaking in a conversation, how do you tell someone when things happen?

Enduring Understanding:

1. Speaking, discussion, and inquiry enhance vocabulary and reading comprehension.
2. Speaking is a rehearsal process for developing written ideas.
3. Spoken contributions to discussion assist in the development of individual ideas, new hypotheses, and perspectives.
4. The formation of spoken messages is built on reading, listening, viewing, and writing.

Intervention Materials/ Strategies:

Sample Learning Activities:
Oral presentations
Reader's Theater
Think/Pair/Share
Guided Reading/ Literature Discussion Groups
Debate
Teacher model read aloud

Assessment Models:
Formative:
Teacher observation

Summative:
Teacher observation notes

irregular plural nouns. L.3.1.c.Use abstract nouns (e.g., *childhood*). L.3.1.d.Form and use regular and irregular verbs. L.3.1.e.Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses. L.3.1.f.Ensure subject-verb and pronoun-antecedent agreement.* L.3.1.g.Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. L.3.1.h.Use coordinating and subordinating conjunctions. L.3.1.i.Produce simple, compound, and complex sentences	- Compass Odyssey - BSI/ Resource Push In Support (tier 2) - Small Group Instruction/Leveled Readers - Flexible grouping **ELL:** -leveled readers -after school support (tier 3) -classroom modifications	

Subject/ Grade level: LAL 3	**Suggested days of instruction:** 45
Quarter 2	**Big Idea 4:** A media literate person can evaluate how words, images, and sounds influence a message.

Quarter 2	
Objective/ Cluster Concept/ Cumulative Progress Indicators

The student will be able to:

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

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

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.

Suggested Readings- Theme: Informational
   1. Literature (3-5)   2. Science (1-2)   3. Social Studies/arts (1-2)

Additional Resources:

-McGraw Hill Treasures Series   -Library   -Gloucester County AVA

-Dictionary   -Literacy Coach

-Leveled Books   -Listening Station (CD player and/or IPod)

- Netbook computers/ printer   -Compass Odyssey |

| | **Essential Questions:**
   1. How does technology assist you during the writing process?
   2. How do you organize notes and information into categories?

Enduring Understanding:
1. Messages are delivered through a variety of print and non-print mediums.
2. Visual images support comprehension and learning (to include illustrations, photographs, graphs, maps, diagrams, charts, inserts, and computer icons).
3. A strategic reader uses all presented graphics/images to enhance the intended message. | **Sample Learning Activities:**
-Teacher model writing process
-Tiered based projects
-Compass Odyssey writing portfolio
-Movie/Video related to topic

Assessment Models:
Formative:
-conference

Summative:
-rubric scores of published pieces |

Subject/ Grade level: LAL 3	Suggested days of instruction: 45
Quarter 3 Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to: RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	**Big Idea 1:** The ability to read a variety of texts requires independence, comprehension and fluency
	Goals:
	1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 3. Investigate, research, and synthesize information from various media sources.
	Suggested Readings- Theme: Literature – Research Project (1) 1. Literature (3-5) 2. Science (1-2) 3. Social Studies/arts (1-2) **Additional Resources:** - McGraw Hill Treasures series - Library - Dictionary - Literacy Coach - Guiding Readers and Writers Grades 3-6 (Fountas & Pinnell) - Leveled books - Launching Reading Workshop (Lucy Calkins) - Paulsboro School District Grade 3 Science and Social Studies Curriculum Guides
RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RI.3.6. Distinguish their own point of view from that of the author of a text RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.3.a.Identify and know the meaning of the most common prefixes and derivational suffixes. RF.3.3.b.Decode words with	**Essential Questions:** 1. How would you describe the structure of the story and how each part builds on the other? 2. How would you distinguish differences in characters or author's purpose from your own? 3. How would you use text features to identify key facts in the informational text? 4. What does the author want to answer/explain/describe in the informational text? 5. What do you do when you do not know the meaning of a word or words? **Sample Learning Activities:** -Interactive read alouds -Reader response journal -Guided reading -Reader's workshop -Think/Pair/Share -Reciprocal teaching skills -Student directed word wall

common Latin suffixes.

RF.3.3.c.Decode multisyllable words.

RF.3.3.d.Read grade-appropriate irregularly spelled words.

Enduring Understanding:

1. Good readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
2. Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.
3. Good readers gather and critique information from different sources for specific purposes on similar subjects.

Intervention Materials/ Strategies:

- Compass Odyssey
- BSI/ Resource Push In Support (tier 2)
- Small Group Instruction/Leveled Readers
- Flexible grouping

ELL:

-leveled readers
-after school support (tier 3)
-classroom modifications

Assessment Models:

Formative:

Running/ Ancedotal records

Guided reading/ conferencing

Reading Response Journal,

Teacher observation

Summative:

Treasures comprehension test
MAP Test (Lexile) benchmark
NJ ASK

Subject/ Grade level: LAL 3	**Suggested days of instruction:** 45

Quarter 3	**Big Idea 2:** Writing is the process of communicating in print for a variety of audiences and purposes

Quarter 3

Objective/ Cluster Concept/ Cumulative Progress Indicators
The student will be able to:

W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.1.a.Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1.b.Provide reasons that support the opinion.

W.3.1.c.Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.

W.3.1.d.Provide a concluding statement or section.

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

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

Big Idea 2: Writing is the process of communicating in print for a variety of audiences and purposes

Goals:

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.

Writing about Text: Focus on Inform/Explain (2 analyses) develop and convey understanding
- Research Project (1)
- Narrative Writing (1-2)

Additional Resources:

-McGraw Hill Treasures Series   -Library

-Dictionary   -Literacy Coach
-Launching Writing Workshop (Lucy Calkins) -Loudenslager computer lab

Essential Questions:

1. How do you form an opinion about a topic or a book?
2. How would you describe the writing process?
3. Why is planning, revising, and editing important to the writing process?
4. When speaking in a conversation, how do you tell someone when things happen?

Enduring Understanding:

1. Good writers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.

2. Good writers gather and critique information from different sources for specific purposes on similar subjects.

3. Good writers need to know that words powerfully affect meaning.

Sample Learning Activities:

Writer's Workshop

Peer and teacher conferences

Guided writing

Teacher model writing process

Student directed word wall

Cursive writing instruction

Assessment Models:

Formative:
Writing journal
Conference with teacher
Summative:
Rubric assessments of published pieces
Portfolio
Pre/post district writing samples

by planning, revising, and editing. L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.3.1.a.Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. L.3.1.b.Form and use regular and irregular plural nouns. L.3.1.c.Use abstract nouns (e.g., *childhood*). L.3.1.d.Form and use regular and irregular verbs. L.3.1.e.Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses. L.3.1.f.Ensure subject-verb and pronoun-antecedent agreement.* L.3.1.g.Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. L.3.1.h.Use coordinating and subordinating conjunctions. L.3.1.i.Produce simple, compound, and complex sentences.	**Intervention Materials/ Strategies:** - Compass Odyssey - BSI/ Resource Push In Support (tier 2) - Small Group Instruction/Leveled Readers - Flexible grouping **ELL:** -leveled readers -after school support (tier 3) -classroom modifications	

Subject/ Grade level: LAL 3	Suggested days of instruction: 45
Quarter 3 Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to: SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	**Big Idea 3:** Oral language and listening is a tool for communicating, thinking, and learning to gain understanding. **Goals:** 1.Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes 2.Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 3.Investigate, research, and synthesize information from various media sources.

Suggested Readings- Theme: Literature – Research Project (1)

Literature (3-5)   2. Science (1-2)   3. Social Studies/arts (1-2)

Additional Resources:

- McGraw Hill Treasures series   - Library
- Dictionary   - Literacy Coach
- Guiding Readers and Writers Grades 3-6 (Fountas & Pinnell) - Leveled books
- Launching Reading Workshop (Lucy Calkins)
- Paulsboro School District Grade 3 Science and Social Studies Curriculum Guides

| **Essential Questions:**
1. How do you retell a story with facts and descriptive details?
2.How do you use grammar when speaking?

Enduring Understanding:
1. Speaking, discussion, and inquiry enhance vocabulary and reading comprehension.
2. Speaking is a rehearsal process for developing written ideas.
3. Spoken contributions to discussion assist in the development of individual ideas, new hypotheses, and perspectives.
4. The formation of spoken messages is built on reading, listening, viewing, and writing.

Intervention Materials/ Strategies: | **Sample Learning Activities:**
Oral presentations
Reader's Theater
Think/Pair/Share
Guided Reading/ Literature Discussion Groups
Debate
Teacher model read aloud

Assessment Models:
Formative:
Teacher observation

Summative:
Teacher observation notes |

	- Compass Odyssey - BSI/ Resource Push In Support (tier 2) - Small Group Instruction/Leveled Readers - Flexible grouping **ELL:** -leveled readers -after school support (tier 3) -classroom modifications	

Subject/ Grade level: LAL 3	Suggested days of instruction: 45

Quarter 3	**Big Idea 4:** A media literate person can evaluate how words, images, and sounds influence a message.

Quarter 3

Objective/ Cluster Concept/
Cumulative Progress Indicators
The student will be able to**:**

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

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

Big Idea 4: A media literate person can evaluate how words, images, and sounds influence a message.

Goals:

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.

Suggested Readings- Theme: Literature – Research Project (1)

Literature (3-5)   2. Science (1-2)   3. Social Studies/arts (1-2)

Additional Resources:

-McGraw Hill Treasures Series   -Library   -Gloucester County AVA

-Dictionary   -Literacy Coach

-Leveled Books   -Listening Station (CD player and/or IPod)

- Netbook computers/ printer   -Compass Odyssey

Essential Questions:

1. How does technology assist you during the writing process?
2. How do you organize notes and information into categories?

Enduring Understanding:

1. Messages are delivered through a variety of print and non-print mediums.
2. Visual images support comprehension and learning (to include illustrations, photographs, graphs, maps, diagrams, charts, inserts, and computer icons).
3. A strategic reader uses all presented graphics/images to enhance the intended message.

Sample Learning Activities:

-Teacher model writing process
-Tiered based projects
-Compass Odyssey writing portfolio
-Movie/Video related to topic

Assessment Models:

Formative:
-conference

Summative:
-rubric scores of published pieces

Subject/ Grade level: LAL 3	Suggested days of instruction: 45

Quarter 4

Objective/ Cluster Concept/ Cumulative Progress Indicators

The student will be able to:

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

RL.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently

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

RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison,

Big Idea 1: The ability to read a variety of texts requires independence, comprehension and fluency.

Goals:

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.

Suggested Readings- Theme: Informational

1. Literature (3-5)   2. Science (1-2)   3. Social Studies/arts (1-2)

Additional Resources:

- McGraw Hill Treasures series   - Library
- Dictionary   - Literacy Coach
- Guiding Readers and Writers Grades 3-6 (Fountas & Pinnell)   - Leveled books
- Launching Reading Workshop (Lucy Calkins)
- Paulsboro School District Grade 3 Science and Social Studies Curriculum Guides

Essential Questions:	**Sample Learning Activities:**
1. How can you identify or describe the character, setting, or plot in the story?	-Interactive read alouds
2. How are the two versions of the same story similar and different?	-Reader response journal
3. How do the images add to and clarify the informational text?	-Guided reading
4. How did the author support his point(s)?	-Reader's workshop
5. Using the most important points, how are the informational texts similar and different?	-Think/Pair/Share
6. How do you comprehend what you read?	-Reciprocal teaching skills
7. What is figurative language?	-Student directed word wall
	Assessment Models:

cause/effect, first/second/third in a sequence).

RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.

RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

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

L.3.5.a.Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).

L.3.5.b.Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).

L.3.5.c.Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).

Enduring Understanding:

1. Good readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
2. Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.
3. Good readers gather and critique information from different sources for specific purposes on similar subjects.

Intervention Materials/ Strategies:
- Compass Odyssey
- BSI/ Resource Push In Support (tier 2)
- Small Group Instruction/Leveled Readers
- Flexible grouping

ELL:
-leveled readers
-after school support (tier 3)
-classroom modifications

Formative:

Running/ Ancedotal records

Guided reading/ conferencing

Reading Response Journal,

Teacher observation
Summative:
Treasures comprehension test
MAP Test (Lexile) benchmark
NJ ASK

Subject/ Grade level: LAL 3	**Suggested days of instruction:** 45

| **Quarter 4**
Objective/ Cluster Concept/
Cumulative Progress Indicators

The student will be able to:

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

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

W.3.7. Conduct short research projects that build knowledge about a topic.

W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | **Big Idea 2:** Writing is the process of communicating in print for a variety of audiences and purposes. |

Goals:

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.

Writing about Text: Focus on Opinions (2 analyses) develop and convey understanding
- Research Project (1)
- Narrative Writing (1-2)

Additional Resources:

-McGraw Hill Treasures Series   -Library

-Dictionary   -Literacy Coach
-Launching Writing Workshop (Lucy Calkins)   -Loudenslager computer lab

| **Essential Questions:**
1. How would you describe the writing process?
2. Why is planning, revising, and editing important to the writing process?
3. How do you write a report using a books read and other resources on a single topic?
4. How do you pace your writing to complete a task?
Enduring Understanding:
1. Good writers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.
2. Good writers gather and critique information from different sources for specific purposes on similar subjects.
3. Good writers need to know that words powerfully affect meaning.
Intervention Materials/ Strategies:
- Compass Odyssey
- BSI/ Resource Push In Support (tier 2)
- Small Group Instruction/Leveled Reader | **Sample Learning Activities:**
Writer's Workshop
Peer and teacher conferences
Guided writing
Teacher model writing process
Student directed word wall
Cursive writing instruction
Assessment Models:
Formative:
Writing journal
Conference with teacher
Summative:
Rubric assessments of published pieces
Portfolio
Pre/post district writing samples
ELL:
-leveled readers
-after school support (tier 3)
-classroom modifications |

Subject/ Grade level: LAL 3	Suggested days of instruction: 45	
Quarter 4 Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to: SL.3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).	**Big Idea 3:** Oral language and listening is a tool for communicating, thinking, and learning to gain understanding.	
	Goals:	

	1.Communicate in clear, concise, organized language that varies in content, format, and form for
	    different audiences and purposes
	2.Comprehend, understand, analyze, evaluate, critique, and respond to messages from various
	    formats.
	3.Investigate, research, and synthesize information from various media sources.	

	Suggested Readings- Theme: Informational 1.Literature (3-5) 2. Science (1-2) 3. Social Studies/arts (1-2)	
	Additional Resources:	
	- McGraw Hill Treasures series - Library - Dictionary - Literacy Coach - Guiding Readers and Writers Grades 3-6 (Fountas & Pinnell) - Leveled books - Launching Reading Workshop (Lucy Calkins) - Paulsboro School District Grade 3 Science and Social Studies Curriculum Guides	
	Essential Questions: 1. How are ideas, thoughts, and feelings clarified when you create audio recordings of stories/poems or when drawings are added to stories? 2. How is using complete sentences helpful to clarify requested detail? 3.How can you speak using words and phrases describing time? **Enduring Understanding:** 1. Speaking, discussion, and inquiry enhance vocabulary and reading comprehension.	**Sample Learning Activities:** Oral presentations Reader's Theater Think/Pair/Share Guided Reading/ Literature Discussion Groups Debate Teacher model read aloud **Assessment Models:** **Formative:** Teacher observation

	2. Speaking is a rehearsal process for developing written ideas. 3. Spoken contributions to discussion assist in the development of individual ideas, new hypotheses, and perspectives. 4. The formation of spoken messages is built on reading, listening, viewing, and writing. ## Intervention Materials/ Strategies: - Compass Odyssey - BSI/ Resource Push In Support (tier 2) - Small Group Instruction/Leveled Readers - Flexible grouping ## ELL: -leveled readers -after school support (tier 3) -classroom modifications	**Summative:** Teacher observation notes

Subject/ Grade level: LAL 3	**Suggested days of instruction:** 45
Quarter 4 Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to: W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	**Big Idea 4:**A media literate person can evaluate how words, images, and sounds influence a message. **Goals:** 1.Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes 2.Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 3.Investigate, research, and synthesize information from various media sources. **Suggested Readings- Theme: Informational** 1.Literature (3-5)　　　2. Science (1-2)　　　3. Social Studies/arts (1-2) **Additional Resources:** -McGraw Hill Treasures Series　　　　-Library　　　　-Gloucester County AVA -Dictionary　　　　-Literacy Coach -Leveled Books　　　　-Listening Station (CD player and/or IPod) - Netbook computers/ printer　　　　-Compass Odyssey

| **Essential Questions:**
1.　How does technology assist you during the writing process?
2.　How do you organize notes and information into categories?

Enduring Understanding:
1.　Messages are delivered through a variety of print and non-print mediums.
2.　Visual images support comprehension and learning (to include illustrations, photographs, graphs, maps, diagrams, charts, inserts, and computer icons).
3.　A strategic reader uses all presented graphics/images to enhance the intended message. | **Sample Learning Activities:**
-Teacher model writing process
-Tiered based projects
-Compass Odyssey writing portfolio
-Movie/Video related to topic

Assessment Models:
Formative:
-conference

Summative:
-rubric scores of published pieces |

Grade 3 Language Arts Literacy Outcomes

Reading Benchmarks		*Writing Benchmarks*
Form		**Form**
Read a variety of printed material for different purposes.		Communicate effectively to a variety of audiences for a variety of purposes.
Recognize and use text features and organizational tools to enhance comprehension.		Generate writing topics through reading, discussion, brainstorming, and listening.
Read accurately and efficiently with appropriate fluency for different purposes.		Engage in all steps of the writing process (brainstorming, drafting, revising, editing, and publishing).
Use a variety of reading strategies before, during, and after reading.		Develop central focus and provide supporting details.
Self-monitor and self-assess use of reading strategies and understanding of text.		Sequence events to create a beginning, middle, and end.
Develop vocabulary.		Develop more complex and varied sentence structure.
Use structural analysis and context clues to decode and define words.		Use standard English conventions: sentence structure, spelling, capitalization, and punctuation. *Verb tenses/subject verb agreement* *Declarative, interrogative, exclamatory, and imperative*
Apply phonological awareness tasks flexibly for efficient reading.		Reflect on writing strengths and weaknesses
Use story evidence to support thinking.		Revise for interesting leads, endings, and elaboration of ideas through word choice.
Recognize, interpret, and analyze graphic sources (maps, graphs, charts, etc.)		Respond to literature through writing.
Identify, compare/contrast, and analyze story elements.		Develop understanding of paragraphs and indentations.
Connect prior knowledge to identify theme, draw conclusions, make judgments, and develop reasoning.		Develop author's voice.
Participate in creative response and discussion.		Collect, organize, and discuss favorite writing samples and save into a portfolio.
Gather, evaluate, and draw conclusions from data gathered from a variety of sources.		