

Shrewsbury Borough School District  
English Language Arts Curriculum Guide  
Grade 3  
2015

*Mission Statement:*

*The mission of the Shrewsbury Borough School District, a system built on successful cooperation among family, school and community, is to prepare all students to achieve excellence and to become responsible citizens through rigorous educational programs consistent with New Jersey Core Content State Standards and which respect individual differences and diversity. Students will be prepared to meet the challenges presented in the regional high school and the world beyond.*

Shrewsbury Borough School's Curriculum Writing Committee:  
Tammy Kane

Approved by Shrewsbury Borough Board of Education:  
September 2015

Administration:  
Brent MacConnell-Superintendent  
Debi Avento-Business Administrator  
Erica Reynolds-Supervisor of Curriculum & Instruction  
Jennifer Zona-Supervisor of Special Services

Implementation: September 2015

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

Course Philosophy:

Making Meaning program is a reading comprehension curriculum for kindergarten through grade six. It is the first reading program of its kind to combine research-based best practices in reading comprehension with support for fostering students' growth as caring, collaborative, and principled people. The curriculum intentionally combines academics with social and emotional learning to create an environment in which students learn to collaborate, agree and disagree respectfully, and take responsibility for their own learning. Carefully selected nonfiction and fiction read-aloud trade books provide a rich, rewarding experience as students encounter increasingly complex texts and build their vocabulary. The Making Meaning program helps create a classroom community in which students feel a strong sense of belonging, psychological safety, autonomy, and responsibility to themselves and to the group.

The Being a Writer program is a yearlong writing curriculum for kindergarten through grade 5 and the first program of its kind to bring together the latest research in teaching writing with support for students' social and ethical development. The program marries a writing process approach with guided instruction, providing a clear scope and sequence to ensure that students learn the important elements of writing at their grade level. As members of the community, the students learn and act on the values that govern the community (responsibility, respect, caring, fairness and helpfulness). They practice the skills and dispositions they need to bring these values to life in the daily interactions.

Wilson Foundations provides all students with a foundation for reading and spelling. Foundations instruction emphasizes phonemic awareness, phonics-word study, high frequency word study, fluency, vocabulary, handwriting, and spelling. Students can enter the program at various grade and ability levels. All lesson components involve active participation. This provides learning through various modalities and also helps maintain students' focus. Foundations instruction is highly interactive, often engaging several senses simultaneously. The learning activities are designed to incorporate visual, auditory, tactile, and kinesthetic modalities

Course Description:

In the Making Meaning Program, students are taught the reading comprehension strategies that research shows good readers use to make sense of texts. They learn and practice the strategies with guidance and support from the teacher before using them in their independent reading. The following strategies are formally taught or informally experienced in grade three of the program: Making connections/using schema, retelling, visualizing, wondering/questioning, using text features, making inferences, determining important ideas, analyzing text structure, and summarizing. Thinking tools help students implement the strategies they are learning

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

and delve more deeply into texts. In grade K-2, the students informally use “Stop and Wonder” as preparation for “Stop and Ask Questions,” a thinking tool they learn and use in grades 3-5.

The Being a Writer program provides a writing-process approach to teaching writing that interweaves academic and social-emotional learning for K–6 students and professional development for teachers into daily instruction. Using authentic children’s literature, the program provides support for creating a collaborative classroom environment where teachers facilitate student discussion, provide a model for the respectful exchange of ideas, and help students develop their own voice. Lessons are generally divided into three sections: Getting Ready to Write, Writing Time, and Sharing and Reflecting. In addition to the core lessons, the program features several opportunities to extend instruction through open days and writing throughout the week and writing about reading. In kindergarten, grade 1, and the beginning of grade 2, Being a Writer creates many opportunities for students to draw and tell their stories and to see writing modeled. The students see the teacher model thinking aloud using guided writing practice. Students then began shared writing. While students informally draft, revise and publish their writing at grade K-2, it is not until grade 3 that the writing progress becomes central to their writing. After being formally introduced to the writing process at the beginning of the year, students in grades 3-5 repeatedly engage in the cycle of prewriting, drafting, revising, proofreading, and publishing as they participate in genre units.

Fundations systematically and comprehensively instructs students in phonemic awareness and word study and contributes greatly to fluency, vocabulary development, and the applications of strategies for understanding text. All of these are necessary for the successful development of reading comprehension. The following skills are covered within Fundations: phonological awareness, phonemic awareness and the alphabetic principle, sound mastery, forming key linkages: letter name, formation and sound, phonics, vocabulary, high frequency “trick” fluency, comprehension, spelling, handwriting, and punctuation and capitalization. During Fundations instruction, the teacher directly teaches all skills to students through modeling and active learning. The teacher provides classroom demonstrations by using manipulatives to accompany explanation of word and sentence structure. Students blend and segment sounds with finger-tapping procedures. They actively manipulate sounds by moving magnetized letters to form words and they learn basic sentence structure by constructing magnetized sentence parts. All learning involves active participation. This provides learning through various modalities and also helps maintain the students’ focus

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

Marking Period 1 Overview

Units Covered:

Making Meaning: Unit 1- The Reading Community: Fiction and Narrative Nonfiction

Unit 2- Making Connections: Fiction

Being A Writer: Unit 1-The Writing Community

Unit 2- The writing Process

Unit 3-Personal Narrative-part 1

Fundations: Units 1,2,3,4

Zaner Bloser

Grade Level: 3

Recommended Pacing: Marking Period 1

Unit Summary:

During the first two units of Making Meaning students will begin to build their reading community. They will hear and discuss stories, explore using illustrations to make inferences, and make text to text connections. Students will also be able to visualize and use schema to make sense of poetry and fiction. Students will begin Individualized Daily Reading (IDR) and learn how to select books at their independent reading level. Socially students will learn the procedures for gathering for a read-aloud. Students will hear and discuss examples of good writing and will explore pre-writing techniques as they write freely in their writing notebooks. They will begin to explore the genre of personal narrative and write about significant topics and events from their own lives.

NJCCSS:

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

L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. 5

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

Use abstract nouns (e.g., childhood).

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

L.3.1h Use coordinating and subordinating conjunctions.

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

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

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

L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

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

RF.3.4a Read on-level text with purpose and understanding.

RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

R.L.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.

R.L.3.3 Describe characters in a story (e.g., their traits, motivations, o feelings) and explain how their actions contribute to the sequence of events.

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

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

R.L.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).

R.L. 3. 9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters

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

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

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

W.3.1b Provide reasons that support the opinion.

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

W.3.1d Provide a concluding statement or section.

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

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

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

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

W.3.2d 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 by planning, revising, and editing.

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

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

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.

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

**Speaking and Listening Standards:**

- 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.3.1a 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.3.1b 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.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1d Explain their own ideas and understanding in light of the discussion.
- SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- 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.

**ISTE Standards:**

1. a-d Creativity and Innovation-Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes through technology.
2. a-d Communication and Collaboration- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
3. a-d Research and Information Fluency- Students apply digital tools to gather, evaluate, and use information.
4. a-d Critical Thinking, Problem Solving, and Decision Making –Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

**Technology Standards:**

8.1.2.A.2 Create a document using a word processing application.

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources. 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

8.1.5.E. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

**Unit Essential Questions:**

- How can I help my classroom become a caring and respectful reading/writing community?
- What habits and skills do I need to have in order to be a successful reader and writer?
- How can I use the writing of others to develop ideas for my own writing?
- How can I improve an original piece of writing so that it is suitable to be shared with others?
- How does increasing my vocabulary and spelling ability help me communicate more effectively?

**Unit Enduring Understandings:**

- Good listening and discussion skills are essential to building a reading community.
- Good readers and writers spend time reading, writing, sharing, collaborating, reflecting, and improving their craft.
- Writers can get ideas for writing from the writing of others.
- The steps of the writing process take a writer from a first draft to a published piece of writing.
- Reading helps develop one's vocabulary, which in turn, improves one's communication skills including writing.
- Identifying word structures and syllable types help a reader decode words



Shrewsbury Borough School District  
 ELA Curriculum Guide  
 2015

Unit Learning Targets Include (BAW, MM, ZB, F) <i>Students will know...</i>	Unit Learning Targets Include (BAW, MM, ZB, F) <i>Students will do...</i>
<ul style="list-style-type: none"> <li>• The procedures for reading and writing time (both whole class instruction and independent reading/writing)</li> <li>• The steps of the writing process</li> <li>• That good readers use comprehension strategies such as wondering/questioning, making connections, visualizing, and making inferences to understand characters</li> <li>• How to get ideas for writing from read-alouds</li> <li>• How to write freely</li> <li>• How to select a draft to develop, revise, proofread, and publish</li> <li>• How to identify the syllable types: closed, vowel-consonant-e</li> <li>• How to identify exceptions to the syllable types</li> <li>• How to identify glued sounds</li> <li>• How to read and spell multisyllabic words</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and discuss texts read aloud</li> <li>• Use discussion prompts to build on one another's thinking</li> <li>• Visualize and make connections</li> <li>• Use illustrations to make inferences about stories</li> <li>• Compare and contrast stories by the same author</li> <li>• Identify a character's point of view and distinguish it from their own</li> <li>• Discuss a character's feelings</li> <li>• Write freely about what interests them</li> <li>• Generate ideas for writing</li> <li>• Explore strong opening sentences and effective titles</li> <li>• Explore and use sensory details in writing</li> <li>• Apply spelling rules for adding suffixes to base words</li> <li>• Identify parts of words (syllables, base words, suffixes)</li> <li>• Form irregular plural nouns correctly</li> <li>• Read and know the meaning of Sound Alike Words</li> <li>• Form the cursive lower case letters e, h, b, f, k, l, j, p, r, s, t, w, c, a, and o correctly</li> </ul>

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

Evidence of Learning

**Formative Assessments:**

- IDR Conferencing and notes
- Classroom Discussions
- Student Response Books
- Guided Reading Conference Notes
- Writing Notebooks
- Writing Conferences
- Daily 5 Independent Work

**Equipment Needed:**

chart paper, leveled books, weekly text, vocabulary cards, writing notebooks, student response books, mentor texts

**Teacher Resources:**

Making Meaning TE, Making Meaning Vocabulary TE, Being a Writer TE, vocabulary cards, Foundations TE, anchor charts

**Summative Assessments:**

- Fountas and Pinell Benchmark Reading Assessment
- Fall Writing Benchmark
- Foundations Unit Tests
- Making Meaning Reading Assessment

**Daily Five Guided Reading Center Ideas:**

- Read to Self-students will have time to apply self-monitoring and reciprocal reading strategies while reading selected books on their independent reading level
- Read to Someone-students will apply comprehension strategies and build fluency while listening respectfully to the thinking of others and sharing their own ideas
- Word Work-students will work on hands on learning activities to build vocabulary and spelling skills
- Technology-students will visit various educational websites to listen to stories read aloud and build language and typing skills.
- Writing-students will write freely in their journals building upon skills discussed in daily writing lessons
- Zaner Bloser handwriting

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

Teacher Resources:

Technology Component (websites):

<https://collaborativeclassroom.org>

[www.tumblebooks.com](http://www.tumblebooks.com)

[www.Ixl.com](http://www.Ixl.com)

[www.Razkids.com](http://www.Razkids.com)

[www.abcya.com](http://www.abcya.com)

World Book Online

Resources:

<http://wilsonacademy.com>

<http://corestandards.org>

<http://collaborativeclassroom.org>

[www.iste.org](http://www.iste.org)

Teacher Notes:

Curriculum Development Resources:

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

Click the links below to access additional resources used to design this unit:  
<http://extras.devstu.org/ccss/overview.php>

Shrewsbury Borough School District  
English Language Arts Curriculum Guide  
Grade 3  
2015

*Mission Statement:*

*The mission of the Shrewsbury Borough School District, a system built on successful cooperation among family, school and community, is to prepare all students to achieve excellence and to become responsible citizens through rigorous educational programs consistent with New Jersey Core Content State Standards and which respect individual differences and diversity. Students will be prepared to meet the challenges presented in the regional high school and the world beyond.*

Shrewsbury Borough School's Curriculum Writing Committee:  
Tammy Kane

Approved by Shrewsbury Borough Board of Education:  
September 2015

Administration:  
Brent MacConnell-Superintendent  
Debi Avento-Business Administrator  
Erica Reynolds-Supervisor of Curriculum & Instruction  
Jennifer Zona-Supervisor of Special Services

Implementation: September 2015

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

Course Philosophy:

Making Meaning program is a reading comprehension curriculum for kindergarten through grade six. It is the first reading program of its kind to combine research-based best practices in reading comprehension with support for fostering students' growth as caring, collaborative, and principled people. The curriculum intentionally combines academics with social and emotional learning to create an environment in which students learn to collaborate, agree and disagree respectfully, and take responsibility for their own learning. Carefully selected nonfiction and fiction read-aloud trade books provide a rich, rewarding experience as students encounter increasingly complex texts and build their vocabulary. The Making Meaning program helps create a classroom community in which students feel a strong sense of belonging, psychological safety, autonomy, and responsibility to themselves and to the group.

The Being a Writer program is a yearlong writing curriculum for kindergarten through grade 5 and the first program of its kind to bring together the latest research in teaching writing with support for students' social and ethical development. The program marries a writing process approach with guided instruction, providing a clear scope and sequence to ensure that students learn the important elements of writing at their grade level. As members of the community, the students learn and act on the values that govern the community (responsibility, respect, caring, fairness and helpfulness). They practice the skills and dispositions they need to bring these values to life in the daily interactions.

Wilson Foundations provides all students with a foundation for reading and spelling. Foundations instruction emphasizes phonemic awareness, phonics-word study, high frequency word study, fluency, vocabulary, handwriting, and spelling. Students can enter the program at various grade and ability levels. All lesson components involve active participation. This provides learning through various modalities and also helps maintain students' focus. Foundations instruction is highly interactive, often engaging several senses simultaneously. The learning activities are designed to incorporate visual, auditory, tactile, and kinesthetic modalities.

Course Description:

In the Making Meaning Program, students are taught the reading comprehension strategies that research shows good readers use to make sense of texts. They learn and practice the strategies with guidance and support from the teacher before using them in their independent reading. The following strategies are formally taught or informally experienced in grade three of the program: Making connections/using schema, retelling, visualizing, wondering/questioning, using text features, making inferences, determining important ideas, analyzing text structure, and summarizing. Thinking tools help students implement the strategies they are learning

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

and delve more deeply into texts. In grade K-2, the students informally use “Stop and Wonder” as preparation for “Stop and Ask Questions,” a thinking tool they learn and use in grades 3-5.

The Being a Writer program provides a writing-process approach to teaching writing that interweaves academic and social-emotional learning for K–6 students and professional development for teachers into daily instruction. Using authentic children’s literature, the program provides support for creating a collaborative classroom environment where teachers facilitate student discussion, provide a model for the respectful exchange of ideas, and help students develop their own voice. Lessons are generally divided into three sections: Getting Ready to Write, Writing Time, and Sharing and Reflecting. In addition to the core lessons, the program features several opportunities to extend instruction through open days and writing throughout the week and writing about reading. In kindergarten, grade 1, and the beginning of grade 2, Being a Writer creates many opportunities for students to draw and tell their stories and to see writing modeled. The students see the teacher model thinking aloud using guided writing practice. Students then began shared writing. While students informally draft, revise and publish their writing at grade K-2, it is not until grade 3 that the writing progress becomes central to their writing. After being formally introduced to the writing process at the beginning of the year, students in grades 3-5 repeatedly engage in the cycle of prewriting, drafting, revising, proofreading, and publishing as they participate in genre units.

Foundations systematically and comprehensively instructs students in phonemic awareness and word study and contributes greatly to fluency, vocabulary development, and the applications of strategies for understanding text. All of these are necessary for the successful development of reading comprehension. The following skills are covered within Foundations: phonological awareness, phonemic awareness and the alphabetic principle, sound mastery, forming key linkages: letter name, formation and sound, phonics, vocabulary, high frequency “trick” fluency, comprehension, spelling, handwriting, and punctuation and capitalization. During Foundations instruction, the teacher directly teaches all skills to students through modeling and active learning. The teacher provides classroom demonstrations by using manipulatives to accompany explanation of word and sentence structure. Students blend and segment sounds with finger-tapping procedures. They actively manipulate sounds by moving magnetized letters to form words and they learn basic sentence structure by constructing magnetized sentence parts. All learning involves active participation. This provides learning through various modalities and also helps maintain the students’ focus

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

Marking Period 2 Overview

Units Covered:

Making Meaning: Unit 3-Making Inferences: Fiction  
Unit 4-Wondering/Questioning: Fiction  
Being A Writer: Personal Narrative-continued  
Fictional Narrative  
Foundations: Units 4, 5, 6  
Zaner Bloser

Grade Level: 3

Recommended Pacing: Marking Period 2

Unit Summary:

In Unit 3 of Making Meaning students will make inferences about characters and begin to explore text structure through their discussions of setting and characters. They will also make text-to-text connections. In Unit 4 students will use wondering and questioning to help them understand fiction. Students will learn the procedure “Stop and Ask Questions” and think about where and how their questions are answered. Throughout both units they will continue to practice all skills independently during IDR and write in their reading journals. Socially they will continue to work on taking responsibility and explaining their thinking using discussion prompts to help them listen and respond to others. During writing instruction students will continue to explore the genre of personal narrative and write about significant topics and events from their lives. Students will move on to explore fiction writing and will draft, revise, and publish their own stories.

NJCCSS:

- L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- L.3.1c Use abstract nouns (e.g., childhood).
- L.3.1i Produce simple, compound, and complex sentences.
- L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

L.3.2a Capitalize appropriate words in titles.

L.3.2c Use commas and quotation marks in dialogue

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

L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

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

L.3.3a Choose words and phrases for effect.\*

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)

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

RF.3.4a Read on-level text with purpose and understanding.

RF.3.4b Read grade level prose and poetry orally with accuracy, appropriate rate and expression

RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

RF.3.4d Know and apply grade level phonics and word analysis skills in decoding words

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.

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 non-literal language.

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

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

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

text complexity band independently and proficiently

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

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

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

W.3.1b Provide reasons that support the opinion.

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

W.3.1d Provide a concluding statement or section.

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

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

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

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

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

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

W.3.3d 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.)

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on pages 28 and 29.)

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

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.

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

**Speaking and Listening Standards:**

- 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.3.1a 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.3.1b 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.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1d Explain their own ideas and understanding in light of the discussion.
- SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.3.5 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.

**ISTE Standards:**

1. a-d Creativity and Innovation-Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes through technology.
2. a-d Communication and Collaboration- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
3. a-d Research and Information Fluency- Students apply digital tools to gather, evaluate, and use information.
4. a-d Critical Thinking, Problem Solving, and Decision Making –Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

Technology Standards:

- 8.1.2.A.2 Create a document using a word processing application.
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- 8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
- 8.1.5.E. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Unit Essential Questions:

- How can I be a responsible partner?
- What life experiences and life lessons have I experienced or learned that are worth sharing with others?
- Why is it important for me to read, write, and listen to others' personal stories?
- How can I improve an original piece of writing so that it is suitable to be shared with others?
- How does understanding a text's structure help me better understand its meaning?
- How does increasing my vocabulary and spelling ability help me communicate more effectively?
- How do rules of language affect communication?

Unit Enduring Understandings:

- A small moment in time or life lesson can be captured to tell a story.
- Good writers read, write, and listen to the personal stories of others in order to improve their craft as a writer.
- The steps of the writing process take a writer from a first draft to a published piece of writing.
- Reading helps develop one's vocabulary, which in turn, improves one's communication skills including writing.
- Writers can generate fiction ideas from their own lives or reading mentor texts.
- Fiction writing includes story elements such as characters, setting, problem and solution.
- Writers use specific strategies to plan, write and revise

Shrewsbury Borough School District  
 ELA Curriculum Guide  
 2015

	fiction stories. <ul style="list-style-type: none"> <li>Identifying word structures and syllable types help a reader decode words.</li> </ul>
<b>Unit Learning Targets</b> <b>Include (BAW, MM, ZB, F)</b> <i>Students will know...</i>	<b>Unit Learning Targets</b> <b>Include (BAW, MM, ZB, F)</b> <i>Students will do...</i>
<ul style="list-style-type: none"> <li>The procedures for reading and writing time (both whole class instruction and independent reading/writing)</li> <li>The steps of the writing process</li> <li>That good readers use comprehension strategies such as making connections, visualizing, and making inferences</li> <li>How to use prompts in a discussion</li> <li>The silent e spelling rule</li> <li>How to identify the schwa sound in words</li> <li>How to identify the syllable types: closed, vowel-consonant-e, and closed</li> <li>Soft c and g sounds in words</li> <li>How to divide multisyllabic words</li> <li>Y as a vowel</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the procedure for listening to read-alouds</li> <li>Demonstrate how to listen carefully to their partner</li> <li>Demonstrate “Turn to Your Partner” and “Think, Pair, Share”</li> <li>Learn “Think, Pair, Write”</li> <li>Visualize and make connections</li> <li>Make inferences to understand characters</li> <li>Use wondering/questioning to understand a story</li> <li>Define and use grade level vocabulary words correctly</li> <li>Read independently</li> <li>Get ideas for writing from read-alouds</li> <li>Write a personal narrative</li> <li>Write a fictional narrative</li> <li>Generate ideas from their own lives</li> <li>Explore sensory details and use temporal words and phrases</li> <li>Explore how characters are developed in stories</li> <li>Select a draft to develop, revise, proofread, and publish</li> <li>Determine and clarify the meaning of Sound Alike Words (homophones)</li> <li>Read and spell words with the schwa sound in an unaccented syllable</li> <li>Apply dictionary skills to check and correct spelling or to</li> </ul>

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

	<p>determine the meaning of words</p> <ul style="list-style-type: none"><li>• Read and spell words with the schwa sound in an open syllable</li><li>• Form the cursive lower case letters d, q, g, n, m, v, y, z, and x correctly</li></ul>
--	---

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

Evidence of Learning

**Formative Assessments:**

- IDR Conferencing and notes
- Classroom Discussions
- Student Response Books
- Guided Reading Conference Notes
- Writing Notebooks
- Writing Conferences
- Daily 5 Independent Work

**Equipment Needed:**

mentor texts, chart paper, leveled books, weekly text, writing notebooks, student response books,

**Teacher Resources:**

Making Meaning TE, Making Meaning Vocabulary TE, Being a Writer TE, Foundations TE, vocabulary cards, anchor charts

**Summative Assessments:**

- Fountas and Pinell Benchmark Reading Assessment
- Winter Writing Benchmark
- Foundations Unit Tests
- Making Meaning Reading Assessment

**Daily Five Guided Reading Center Ideas:**

- Read to Self-students will have time to apply self-monitoring and reciprocal reading strategies while reading selected books on their independent reading level
- Read to Someone-students will apply comprehension strategies and build fluency while listening respectfully to the thinking of others and sharing their own ideas
- Word Work-students will work on hands on learning activities to build vocabulary and spelling skills
- Technology-students will visit various educational websites to listen to stories read aloud and build language and typing skills.
- Writing-students will write freely in their journals building upon skills discussed in daily writing lessons
- Zaner Bloser Handwriting

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

Teacher Resources:

Technology Component

<http://collaborativeclassroom.org>

[www.Tumblebooks.com](http://www.Tumblebooks.com)

[www.Ixl.com](http://www.Ixl.com)

[www.Razkids.com](http://www.Razkids.com)

[www.abcya.com](http://www.abcya.com)

World Book Online

Resources:

<http://wilsonacademy.com>

<http://corestandards.org>

<http://collaborativeclassroom.org>

[www.iste.org](http://www.iste.org)

Teacher Notes:

Curriculum Development Resources:

Click the links below to access additional resources used to design this unit:



Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

<http://extras.devstu.org/ccss/overview.php>

Shrewsbury Borough School District  
English Language Arts Curriculum Guide  
Grade 3  
2015

*Mission Statement:*

*The mission of the Shrewsbury Borough School District, a system built on successful cooperation among family, school and community, is to prepare all students to achieve excellence and to become responsible citizens through rigorous educational programs consistent with New Jersey Core Content State Standards and which respect individual differences and diversity. Students will be prepared to meet the challenges presented in the regional high school and the world beyond.*

Shrewsbury Borough School's Curriculum Writing Committee:  
Tammy Kane

Approved by Shrewsbury Borough Board of Education:  
September 2015

Administration:  
Brent MacConnell-Superintendent  
Debi Avento-Business Administrator  
Erica Reynolds-Supervisor of Curriculum & Instruction  
Jennifer Zona-Supervisor of Special Services

Implementation: September 2015

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

Course Philosophy:

Making Meaning program is a reading comprehension curriculum for kindergarten through grade six. It is the first reading program of its kind to combine research-based best practices in reading comprehension with support for fostering students' growth as caring, collaborative, and principled people. The curriculum intentionally combines academics with social and emotional learning to create an environment in which students learn to collaborate, agree and disagree respectfully, and take responsibility for their own learning. Carefully selected nonfiction and fiction read-aloud trade books provide a rich, rewarding experience as students encounter increasingly complex texts and build their vocabulary. The Making Meaning program helps create a classroom community in which students feel a strong sense of belonging, psychological safety, autonomy, and responsibility to themselves and to the group.

The Being a Writer program is a yearlong writing curriculum for kindergarten through grade 5 and the first program of its kind to bring together the latest research in teaching writing with support for students' social and ethical development. The program marries a writing process approach with guided instruction, providing a clear scope and sequence to ensure that students learn the important elements of writing at their grade level. As members of the community, the students learn and act on the values that govern the community (responsibility, respect, caring, fairness and helpfulness). They practice the skills and dispositions they need to bring these values to life in the daily interactions.

Wilson Foundations provides all students with a foundation for reading and spelling. Foundations instruction emphasizes phonemic awareness, phonics-word study, high frequency word study, fluency, vocabulary, handwriting, and spelling. Students can enter the program at various grade and ability levels. All lesson components involve active participation. This provides learning through various modalities and also helps maintain students' focus. Foundations instruction is highly interactive, often engaging several senses simultaneously. The learning activities are designed to incorporate visual, auditory, tactile, and kinesthetic modalities.

Course Description:

In the Making Meaning Program, students are taught the reading comprehension strategies that research shows good readers use to make sense of texts. They learn and practice the strategies with guidance and support from the teacher before using them in their independent reading. The following strategies are formally taught or informally experienced in grade three of the program: Making connections/using schema, retelling, visualizing, wondering/questioning, using text features, making inferences, determining important ideas, analyzing text structure, and summarizing. Thinking tools help students implement the strategies they are learning and delve more deeply into texts. In grade K-2, the students informally use "Stop and Wonder" as preparation for "Stop and Ask Questions," a thinking tool they learn and use in grades 3-5.

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

The Being a Writer program provides a writing-process approach to teaching writing that interweaves academic and social-emotional learning for K–6 students and professional development for teachers into daily instruction. Using authentic children’s literature, the program provides support for creating a collaborative classroom environment where teachers facilitate student discussion, provide a model for the respectful exchange of ideas, and help students develop their own voice. Lessons are generally divided into three sections: Getting Ready to Write, Writing Time, and Sharing and Reflecting. In addition to the core lessons, the program features several opportunities to extend instruction through open days and writing throughout the week and writing about reading. In kindergarten, grade 1, and the beginning of grade 2, Being a Writer creates many opportunities for students to draw and tell their stories and to see writing modeled. The students see the teacher model thinking aloud using guided writing practice. Students then began shared writing. While students informally draft, revise and publish their writing at grade K-2, it is not until grade 3 that the writing progress becomes central to their writing. After being formally introduced to the writing process at the beginning of the year, students in grades 3-5 repeatedly engage in the cycle of prewriting, drafting, revising, proofreading, and publishing as they participate in genre units.

Fundations systematically and comprehensively instructs students in phonemic awareness and word study and contributes greatly to fluency, vocabulary development, and the applications of strategies for understanding text. All of these are necessary for the successful development of reading comprehension. The following skills are covered within Fundations: phonological awareness, phonemic awareness and the alphabetic principle, sound mastery, forming key linkages: letter name, formation and sound, phonics, vocabulary, high frequency “trick” fluency, comprehension, spelling, handwriting, and punctuation and capitalization. During Fundations instruction, the teacher directly teaches all skills to students through modeling and active learning. The teacher provides classroom demonstrations by using manipulatives to accompany explanation of word and sentence structure. Students blend and segment sounds with finger-tapping procedures. They actively manipulate sounds by moving magnetized letters to form words and they learn basic sentence structure by constructing magnetized sentence parts. All learning involves active participation. This provides learning through various modalities and also helps maintain the students’ focus

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

Marking Period 3 Overview

Units Covered:

Making Meaning: Unit 5- Wondering/Questioning-Narrative Nonfiction  
Unit 6-Using Text Features

Being A Writer: Expository Writing  
Functional Writing

Foundations: Units 7-10

Zaner Bloser

Grade Level: 3

Recommended Pacing: Marking Period 3

Unit Summary

In Unit 5 of Making Meaning students will continue to apply the strategy of wondering/questioning as they read narrative non-fiction text. In Unit 6 the students will use text features to better understand information in expository non-fiction texts. During IDR they will identify text features as they read and continue to use previously learned strategies to make sense of the texts they choose. Students will also continue to develop skills of listening respectfully to others and contributing new ideas to classroom discussions.

During writing instruction students will write, revise and publish an informational report about animals. They will learn to take notes, organize information into subtopics, and use facts and details to support their writing. Students will then move on to explore functional writing as they read and discuss directions for how to perform simple activities.

NJCCS

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

RF.3.4a Read on-level text with purpose and understanding.

RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

R.I.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.

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.

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

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.3.7 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, 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.

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

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

W.3.1b Provide reasons that support the opinion.

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

W.3.1d Provide a concluding statement or section.

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

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

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

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

W.3.2d 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.

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

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

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.

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

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

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

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

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

L.3.1h Use coordinating and subordinating conjunctions.

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

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

L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

**Speaking and Listening Standards:**

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

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

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

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.

**ISTE Standards:**

1.a-d Creativity and Innovation-Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes through technology.

2. a-d Communication and Collaboration- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

3. a-d Research and Information Fluency- Students apply digital tools to gather, evaluate, and use information.

4. a-d Critical Thinking, Problem Solving, and Decision Making –Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

**Technology Standards:**

8.1.2.A.2 Create a document using a word processing application.

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

8.1.5.E. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

**Unit Essential Questions:**

- How does understanding a text’s structure help me better understand the meaning?
- How does fluency affect comprehension?
- How do readers construct meaning from text?
- How do I, the writer, effectively communicate through an expository writing format?
- How does understanding a text’s structure help me better understand its meaning?
- How do rules of language affect communication?

**Unit Enduring Understandings:**

- Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text.
- Fluent readers group words quickly to help them gain meaning from what they read.
- Good readers question, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.
- Good expository writing includes research, appropriate format and word choice, and writing that is suited for the appropriate audience.
- A text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text.
- Rules, conventions of language, help readers understand what is being communicated.



Shrewsbury Borough School District  
 ELA Curriculum Guide  
 2015

Unit Learning Targets Include (BAW, MM, ZB, F) <i>Students will know...</i>	Unit Learning Targets Include (BAW, MM, ZB, F) <i>Students will do...</i>
<ul style="list-style-type: none"> <li>• The procedures for reading and writing time (both whole class instruction and independent reading/writing)</li> <li>• The steps of the writing process</li> <li>• That good readers use comprehension strategies such as wondering/questioning, making connections, visualizing, and making inferences to understand characters</li> <li>• How to get ideas for writing from read-alouds</li> <li>• How to write freely</li> <li>• How to select a draft to develop, revise, proofread, and publish</li> <li>• How to organize and present information in nonfiction writing</li> <li>• Y and the suffix spelling rule</li> <li>• How to identify syllable types: closed, vowel-consonant-e, vowel digraph, diphthongs, consonant-le</li> <li>• Read and spell multisyllabic words</li> <li>• Spelling rules for words ending in y and o</li> <li>• The meanings of most common Latin suffixes,</li> <li>• How to clarify the meaning of unknown and multiple meaning words</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and discuss texts read aloud</li> <li>• Visualize and make connections</li> <li>• Use questioning/wondering strategies to make sense of non-fiction</li> <li>• Define and use grade-level vocabulary words correctly</li> <li>• Use text features to better understand expository and functional texts</li> <li>• Explore a topic using effective Internet search terms</li> <li>• Identify and use various sources of information</li> <li>• Take notes in their own words</li> <li>• Explore transitional words and phrases</li> <li>• Draft, revise, and publish nonfictional informational reports and include facts and details</li> <li>• Explore how information is communicated in functional writing</li> <li>• Read and know the meaning of Sound Alike Words (homophones)</li> <li>• Read and spell words with r-controlled vowels</li> <li>• Read and spell words with common suffixes</li> <li>• Read and spell words with vowel teams</li> <li>• Apply dictionary skills and consult references to check and correct spelling and to determine precise meaning</li> <li>• Form the upper case letters A,O, C,G, E, F,T,B,P,R,L, H,K,N,M,D,W, U, V,Y, and Z correctly</li> </ul>

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

Evidence of Learning

**Formative Assessments:**

- IDR Conferencing and notes
- Classroom Discussions
- Student Response Books
- Guided Reading Conference Notes
- Writing Notebooks
- Writing Conferences Notes
- Daily 5 Independent Work

**Equipment Needed:**

mentor texts, chart paper, leveled books, weekly text, writing notebooks, student response books

**Teacher Resources:**

Making Meaning TE, Making Meaning Vocabulary TE, Being a Writer TE, vocabulary cards, anchor charts

**Summative Assessments:**

- Fountas and Pinell Benchmark Reading Assessment
- Winter Writing Benchmark
- Foundations Unit Tests
- Making Meaning Reading Assessment

**Daily Five Guided Reading Center Ideas:**

- Read to Self-students will have time to apply self-monitoring and reciprocal reading strategies while reading selected books on their independent reading level
- Read to Someone-students will apply comprehension strategies and build fluency while listening respectfully to the thinking of others and sharing their own ideas
- Word Work-students will work on hands on learning activities to build vocabulary and spelling skills
- Technology-students will visit various educational websites to listen to stories read aloud and build language and typing skills.
- Writing-students will write freely in their journals building upon skills discussed in daily writing lessons
- Zaner Bloser Handwriting

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

Teacher Resources:

Technology Component (websites):

<http://collaborativeclassroom.org>

[www.Tumblebooks.com](http://www.Tumblebooks.com)

[www.Ixl.com](http://www.Ixl.com)

[www.Razkids.com](http://www.Razkids.com)

[www.abcya.com](http://www.abcya.com)

World Book Online

Resources:

<http://wilsonacademy.com>

<http://corestandards.org>

<http://collaborativeclassroom.org>

[www.iste.org](http://www.iste.org)

Teacher Notes:

Curriculum Development Resources:

Click the links below to access additional resources used to design this unit:

<http://extras.devstu.org/ccss/overview.php>

Shrewsbury Borough School District  
English Language Arts Curriculum Guide  
Grade 3  
2015

*Mission Statement:*

*The mission of the Shrewsbury Borough School District, a system built on successful cooperation among family, school and community, is to prepare all students to achieve excellence and to become responsible citizens through rigorous educational programs consistent with New Jersey Core Content State Standards and which respect individual differences and diversity. Students will be prepared to meet the challenges presented in the regional high school and the world beyond.*

Shrewsbury Borough School's Curriculum Writing Committee:  
Tammy Kane

Approved by Shrewsbury Borough Board of Education:  
September 2015

Administration:  
Brent MacConnell-Superintendent  
Debi Avento-Business Administrator  
Erica Reynolds-Supervisor of Curriculum & Instruction  
Jennifer Zona-Supervisor of Special Services

Implementation: September 2015

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

Course Philosophy:

Making Meaning program is a reading comprehension curriculum for kindergarten through grade six. It is the first reading program of its kind to combine research-based best practices in reading comprehension with support for fostering students' growth as caring, collaborative, and principled people. The curriculum intentionally combines academics with social and emotional learning to create an environment in which students learn to collaborate, agree and disagree respectfully, and take responsibility for their own learning. Carefully selected nonfiction and fiction read-aloud trade books provide a rich, rewarding experience as students encounter increasingly complex texts and build their vocabulary. The Making Meaning program helps create a classroom community in which students feel a strong sense of belonging, psychological safety, autonomy, and responsibility to themselves and to the group.

The Being a Writer program is a yearlong writing curriculum for kindergarten through grade 5 and the first program of its kind to bring together the latest research in teaching writing with support for students' social and ethical development. The program marries a writing process approach with guided instruction, providing a clear scope and sequence to ensure that students learn the important elements of writing at their grade level. As members of the community, the students learn and act on the values that govern the community (responsibility, respect, caring, fairness and helpfulness). They practice the skills and dispositions they need to bring these values to life in the daily interactions.

Wilson Foundations provides all students with a foundation for reading and spelling. Foundations instruction emphasizes phonemic awareness, phonics-word study, high frequency word study, fluency, vocabulary, handwriting, and spelling. Students can enter the program at various grade and ability levels. All lesson components involve active participation. This provides learning through various modalities and also helps maintain students' focus. Foundations instruction is highly interactive, often engaging several senses simultaneously. The learning activities are designed to incorporate visual, auditory, tactile, and kinesthetic modalities.

Course Description:

In the Making Meaning Program, students are taught the reading comprehension strategies that research shows good readers use to make sense of texts. They learn and practice the strategies with guidance and support from the teacher before using them in their independent reading. The following strategies are formally taught or informally experienced in grade three of the program: Making connections/using schema, retelling, visualizing, wondering/questioning, using text features, making inferences, determining important ideas, analyzing text structure, and summarizing. Thinking tools help students implement the strategies they are learning and delve more deeply into texts. In grade K-2, the students informally use "Stop and Wonder" as preparation for "Stop and Ask Questions," a thinking tool they learn and use in grades 3-5.

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

The Being a Writer program provides a writing-process approach to teaching writing that interweaves academic and social-emotional learning for K–6 students and professional development for teachers into daily instruction. Using authentic children’s literature, the program provides support for creating a collaborative classroom environment where teachers facilitate student discussion, provide a model for the respectful exchange of ideas, and help students develop their own voice. Lessons are generally divided into three sections: Getting Ready to Write, Writing Time, and Sharing and Reflecting. In addition to the core lessons, the program features several opportunities to extend instruction through open days and writing throughout the week and writing about reading. In kindergarten, grade 1, and the beginning of grade 2, Being a Writer creates many opportunities for students to draw and tell their stories and to see writing modeled. The students see the teacher model thinking aloud using guided writing practice. Students then began shared writing. While students informally draft, revise and publish their writing at grade K-2, it is not until grade 3 that the writing progress becomes central to their writing. After being formally introduced to the writing process at the beginning of the year, students in grades 3-5 repeatedly engage in the cycle of prewriting, drafting, revising, proofreading, and publishing as they participate in genre units.

Fundations systematically and comprehensively instructs students in phonemic awareness and word study and contributes greatly to fluency, vocabulary development, and the applications of strategies for understanding text. All of these are necessary for the successful development of reading comprehension. The following skills are covered within Fundations: phonological awareness, phonemic awareness and the alphabetic principle, sound mastery, forming key linkages: letter name, formation and sound, phonics, vocabulary, high frequency “trick” fluency, comprehension, spelling, handwriting, and punctuation and capitalization. During Fundations instruction, the teacher directly teaches all skills to students through modeling and active learning. The teacher provides classroom demonstrations by using manipulatives to accompany explanation of word and sentence structure. Students blend and segment sounds with finger-tapping procedures. They actively manipulate sounds by moving magnetized letters to form words and they learn basic sentence structure by constructing magnetized sentence parts. All learning involves active participation. This provides learning through various modalities and also helps maintain the students’ focus

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

**Marking Period 4 Overview**

**Units Covered:**

Making Meaning: Unit 7-Wondering/Questioning: Expository Non-Fiction  
Unit 8- Determining Important Ideas  
Unit 9-Revisiting the Reading Community

Being A Writer: Opinion Writing  
Poetry  
Revisiting the Writing Community

Fundations: Units 11, 12, 13, 14  
Zaner Bloser

**Grade Level: 3**

**Unit Summary**

Students will use the strategy of wondering/questioning to help them understand expository non-fiction. They will also focus on determining important ideas in texts to better understand and remember what they read. They will continue to apply all strategies learned as they read independently during IDR. During writing instruction students will explore the elements of opinion writing. They will learn to identify an audience, state their opinions and support them with reasons. In the poetry unit students will hear, discuss and write poetry while exploring imagery, sound and form.

**Recommended Pacing: Marking Period 4**

**NJCCSS**

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

RF.3.4a Read on-level text with purpose and understanding.

RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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.

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

text, using language that pertains to time, sequence, and cause/effect.

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.

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.

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.

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 non-literal language.

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

RL.3.10 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

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

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

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

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

L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

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

L.3.3a Choose words and phrases for effect.\*

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

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

W.3.1b Provide reasons that support the opinion.

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



Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

W.3.1d Provide a concluding statement or section.

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

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

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

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

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

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

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

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

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.

Speaking and Listening Standards:

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

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

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.

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

**ISTE Standards:**

1. a-d Creativity and Innovation-Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes through technology.
2. a-d Communication and Collaboration- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
3. a-d Research and Information Fluency- Students apply digital tools to gather, evaluate, and use information.
4. a-d Critical Thinking, Problem Solving, and Decision Making –Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources

**Technology Standards:**

- 8.1.2.A.2 Create a document using a word processing application.
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources. 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- 8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
- 8.1.5.E. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

Unit Essential Questions:

- How do I craft and present a strong argument that is convincing to others?
- How do readers construct meaning from text?
- How does understanding a text's structure help me better understand its meaning?
- How do rules of language affect communication?

Unit Enduring Understandings:

- A strong argument is crafted through research, organized, and expressed through a clearly stated opinion and reasons.
- Good readers question, infer, determine important ideas, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.
- A text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.
- Rules, conventions of language, help readers understand what is being communicated.

Shrewsbury Borough School District  
 ELA Curriculum Guide  
 2015

Unit Learning Targets Include (BAW, MM, ZB, F) <i>Students will know...</i>	Unit Learning Targets Include (BAW, MM, ZB, F) <i>Students will do...</i>
<ul style="list-style-type: none"> <li>• The procedures for reading and writing time (both whole class instruction and independent reading/writing)</li> <li>• The steps of the writing process</li> <li>• That good readers use comprehension strategies such as wondering/questioning, making connections, visualizing, and making inferences to understand characters</li> <li>• How to get ideas for writing from read alouds</li> <li>• How to write freely</li> <li>• How to select a draft to develop, revise, proofread, and publish How to write opinion pieces supporting their point of view with reasons</li> <li>• How to identify all six syllable types: closed, vowel-consonant e, open, r controlled, vowel digraph/diphthong, and consonant-le</li> <li>• How to identify the words from which a contraction is made</li> <li>• How to identify word structures such as vowels, consonants, blends, digraphs, digraph blends, and trigraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and discuss texts read aloud</li> <li>• Use “Think, Pair, Share” and “Think, Pair, Write”</li> <li>• Determine important ideas in expository nonfiction texts</li> <li>• Synthesize by interpreting a story’s message</li> <li>• Use wondering/questioning to make sense of a text</li> <li>• Use schema to articulate what they think they know about a topic prior to reading</li> <li>• Compare and contrast two expository texts on the same topic</li> <li>• Think about themes in stories</li> <li>• Get ideas for writing from read alouds</li> <li>• Select a draft to develop, revise, proofread, and publish</li> <li>• Spell grade-level words correctly</li> <li>• Define and use grade-level vocabulary words correctly</li> <li>• Use linking words and phrases to connect opinion and reasons</li> <li>• Provide a concluding statement</li> <li>• Read and know meaning of Sound Alike Words (homophones)</li> <li>• Read and spell contractions</li> <li>• Read and spell words with silent letters</li> <li>• Read and spell words with ture, tu, ci, and ti</li> <li>• Form the cursive upper case letters Q, X, S, I, and J</li> </ul>

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

	correctly
--	-----------

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

Evidence of Learning

**Formative Assessments:**

- IDR Conferencing and notes
- Classroom Discussions
- Student Response Books
- Guided Reading Conference Notes
- Writing Notebooks
- Writing Conference Notes
- Daily 5 Independent Work

**Equipment Needed:**

mentor texts, chart paper, leveled books, weekly text, writing notebooks, student response books

**Teacher Resources:**

Making Meaning TE, Making Meaning Vocabulary TE, Being a Writer TE, Foundations TE, vocabulary cards, anchor charts

**Summative Assessments:**

- Fountas and Pinell Benchmark Reading Assessment
- Spring Writing Benchmark
- Foundations Unit Tests
- Making Meaning Reading Assessment

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

Teacher Resources:

Technology Component (websites):

<https://collaborativeclassroom.org>

[www.tumblebooks.com](http://www.tumblebooks.com)

[www.ixl.com](http://www.ixl.com)

[www.razkids.com](http://www.razkids.com)

[www.abcya.com](http://www.abcya.com)

World Book Online

Resources:

<http://wilsonlanguage.com>

<http://corestandards.org>

<http://collaborativeclassroom.org>

[www.iste.org](http://www.iste.org)

Teacher Notes:

Curriculum Development Resources:

Click the links below to access additional resources used to design this unit:

<http://extras.devstu.org/ccss/overview.php>

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015