

# Hillsborough Township Public Schools

## Third Grade

### 2017 ELA Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understandings	Anchor	NJSLS Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Connections
<b>Unit I Building a Literacy Community/ Narrative Reading and Writing</b>								
<b>5 weeks</b>	Why does author's choice matter?  What makes a story a "great" story?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.  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 to the plot.	Students will use strategies (ie. context clues, root words, affixes) to determine the meaning of words and phrases as they are used in a text.  Students will identify and define literal language.  Students will use context clues to determine the meaning of literal language.	Formative- Individual teacher/student conference and notes.  Summative - District Reading Inventory/ Assessment.	6.1.4. A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.  6.1.4. A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.	9.1.4. F.3 Explain the importance of understanding and following rules in family, classroom, and community settings.
	In what ways does creative choice impact an audience?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	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).	Students will identify illustrations that support the story.  Students will explain how illustrations contribute to the words in the story	Formative- Individual teacher/student conference and notes.  Summative - District Reading Inventory/ Assessment		
	What do good readers do?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Students will locate words and details to answer questions in a text.  Students will ask and answer questions before, during, and after reading a text.  Students will identify the setting in a story..	Formative- Individual teacher/student conference and notes.  Summative- District Reading Inventory/ Assessment		

Hillsborough Township Public Schools Third Grade  
LAL Curriculum Map

<p>How do sounds and letters create words?</p> <p>What a word doesn't make sense, what can I do?</p>	<p>Word analysis and decoding skills are foundational for success as a reader.</p>	<p>N/A</p>	<p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words.</p>	<p>Students will define and identify common prefixes and suffixes (i.e. un-, re-, pre-, -er, -est, -ful) and common Latin suffixes (-able, -ment, tion).</p> <p>Students will explain and determine the meaning of common prefixes and suffixes and understand how they change the meaning of the root word.</p> <p>Students will break apart words into syllable segments to help decode unknown words.</p> <p>Students will recognize and read irregularly spelled words without having to sound them out.</p>	<p>Formative: Word Work/Spelling Inventory</p> <p>Summative: District Reading Inventory/Assessment</p>		
<p>Why does fluency matter?</p>	<p>Fluent readers accurately process print with expression at an appropriate rate</p>	<p>N/A</p>	<p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Students will read grade-level text fluently and show comprehension through voice, timing, and expression.</p> <p>Students will recognize when a word does not make sense within the text.</p> <p>Students self-correct misread or misunderstood words using context clues.</p> <p>Students will reread with corrections when necessary.</p> <p>Students will read fluently.</p>	<p>Formative: Word Work/Spelling Inventory</p> <p>Summative: District Reading Inventory/Assessment</p>		
<p>What makes a presentation "great"?</p> <p>"What I say"</p>	<p>Presentation of knowledge and ideas is enhanced through organization and style for an audience via the use of visual</p>	<p>NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal</p>	<p>SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>Students will recognize a complete sentence and speak in complete sentences when asked to provide details or clarification</p>	<p>Formative: Teacher observation</p> <p>Summative: Revision conference.</p>		

Hillsborough Township Public Schools Third Grade  
LAL Curriculum Map

	versus “how I say it” – does it really matter?	displays, technology, and the appropriate use of language.	English when indicated or appropriate.			Grammar program assessments		
	<p>Why do the rules of language matter?</p> <p>What does it take to communicate clearly?</p> <p>When a word doesn’t make sense, what can I do?</p> <p>How do I use what I know to figure out what I don’t know?</p>	<p>Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.</p> <p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p>	<p>NJLSLA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJLSLA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns.</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>f. Form and use the simple verb tenses</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p> <p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p> <p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>d. Form and use possessives.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>	<p>Students will define and use parts of speech and how they function in a sentence (see CCCS for suggested list of specific learning targets).</p> <p>Students will identify and create simple, compound and complex sentences.</p> <p>Students will identify and use proper punctuation in daily writing (see CCCS for suggested list of specific learning targets).</p> <p>Students will identify and use proper capitalization in daily writing (see CCCS for suggested list of specific learning targets).</p> <p>Students will identify and use proper spelling in daily writing (see CCCS for suggested list of specific learning targets).</p> <p>Students will determine the meaning of unknown words using context clues (i.e. definitions, examples, restatements) in a sentence.</p> <p>Students will recognize and define common affixes (ie. un-, dis-, -able, -less).</p> <p>Students will break down unknown words into units of meaning (affix, root) to determine definitions.</p>			

Hillsborough Township Public Schools Third Grade  
LAL Curriculum Map

				<p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use sentence level context as a clue to the meaning of a word or phrase.</p> <p>a. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/ disagreeable, comfortable/ uncomfortable, care/ careless, heat/ preheat).</p> <p>b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>c. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>Students will determine the meaning of an unknown word by consulting reference materials (ie. dictionaries, glossaries, thesauruses).</p>			
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Hillsborough Township Public Schools Third Grade  
LAL Curriculum Map

	What do good writers do?	Writing should be focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	<p>W.3.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p> <p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>				
<b>Unit/ Suggested Pacing</b>	<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Anchor</b>	<b>NJSLS Standard</b>	<b>Learning Targets</b>	<b>Assessment Formative and Summative</b>	<b>Interdisciplin ary Connections</b>	<b>21<sup>st</sup> Century Connections</b>
<b>Unit II Reading and Writing-Realistic Fiction</b>								
<b>8 weeks</b>	What do good readers do?	Effective readers use a variety of strategies to make sense of key ideas and details.	NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence	RL.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<p>Students will locate words and details to answer questions in a text.</p> <p>Students will ask and answer questions before, during, and after reading a text.</p>	<p>Formative - Individual teacher/student conference and notes.</p> <p>Summative - District Reading</p>		

Hillsborough Township Public Schools Third Grade  
LAL Curriculum Map

			when writing or speaking to support conclusions drawn from the text.		Students will use visualization to aid in comprehending text.  Students will make and revise predictions of the story..	Inventory/Assessment		
What do good readers do?	Effective readers use a variety of strategies to make sense of key ideas and details.	NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.	Students will identify characters in a story.  Students will describe characters in a story using physical (external) and emotional (internal) traits.  Students will explain how characters' actions cause events to occur in a certain order/sequence.	Formative - Individual teacher/student conference and notes.  Summative - District Reading Inventory/Assessment			
Why does fluency matter?	Fluent readers accurately process print with expression at an appropriate rate	N/A	RF.3.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Students will read grade-level text fluently and show comprehension through voice, timing, and expression.  Students will recognize when a word does not make sense within the text.  Students self-correct misread or misunderstood words using context clues. Students will reread with corrections when necessary.  Students will read fluently.	Formative: Word Work/Spelling Inventory  Summative: District Reading Inventory/Assessment			
What do good writers do?	Writing should be focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.3.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events	Students will identify the narrator, characters, and the event/situation that starts a story.  Students will sequence the events in a story that one event leads to another.  Students will use a character's thoughts, words, feelings, and actions to	Formative: Individual teacher/student conference and notes.  Summative: Final published process piece.  Narrative writing sample			

Hillsborough Township Public Schools Third Grade  
LAL Curriculum Map

				<p>or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.</p> <p>W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>show how events happen and how characters respond to the events.</p> <p>Students will show changes in time y using temporal words and phrases (ie. before, during, after)</p> <p>Students will write a conclusion that provides a sense of closure.</p>			
	<p>How does situation affect meaning?</p> <p>How does author's choice impact an audience?</p>	<p>Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.</p>	<p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>Students will identify and choose words or phrases in a story that bring it to life and create effect or interest.</p> <p>Students will follow standard English rules when writing.</p>	<p>Summative: Revision conference.</p>		
	<p>What will help to make meaning from a variety of sources?</p>	<p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p>	<p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly. a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.</p>				

Hillsborough Township Public Schools Third Grade  
LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understandings	Anchor	NJSLS Standard	Learning Targets	Assessment Formative and Summative	Interdisciplin ary Connections	21 <sup>st</sup> Century Connections
<b>Unit III Persuasive Writing and Nonfiction Reading 5 Weeks</b>								
<b>6 weeks</b>	What do good readers do?  Am I clear about what I just read? How do I know?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.  RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (context clues)  RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	Students will determine the main idea of a text.  Students will identify key details in a text and explain how they support the main idea.  Students will recount/retell the key details of a text.	Formative - Individual teacher/student conference and notes.  Summative - District Reading Inventory/ Assessment  Read and respond through comprehension questions and text illustrations to informational text	5.2.4.C.1 Compare various forms of energy as observed in everyday life and describe their applications.  6.1.4. B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.	
	What do good readers do?  Am I clear about what I just read? How do I know?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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.	Students will define and identify events, procedures, ideas and/or concepts in different types of informational text.  Students will explain how events, procedures, ideas, and concepts connect to one another.  Students will use language that shows time (before, now, later, etc.), sequence (first, next, last, etc.) and cause/effect (because, then, if, etc.) when describing a text	Formative - Individual teacher/student conference and notes.  Summative - District Reading Inventory/ Assessment		
	Why does author's choice	Analyzing texts for structure, purpose, and viewpoint allows	NJSLSA.R5. Analyze the structure of texts, including how	RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information	Students will explain how text features and search tools help locate	Formative - Individual teacher/student		



Hillsborough Township Public Schools Third Grade  
LAL Curriculum Map

	matter?  What makes a story a “great” story?	an effective reader to gain insight and strengthen understanding.	specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	relevant to a given topic efficiently.	information quickly.  Students will locate information about a topic using text features and search tools.	conference Summative - District Reading Inventory/ Assessment and notes.		
	In what ways does creative choice impact an audience?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RI.3.7 Use information gained from text features (e.g. illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Students will explain how illustrations in a text add meaning to the words.  Students will use illustrations and the words in a text to help understand and explain what is being read.	Formative - Individual teacher/student conference and notes.  Summative - District Reading Inventory/ Assessment		
	In what ways does creative choice impact an audience?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in the text .  RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.	Students will identify words authors use to help make logical connections between sentences and paragraphs (i.e. similar, different, because, if, first, last).  Students will explain how connection words help them understand a text.  Students will describe the connections an author makes between sentences and paragraphs.	Formative - Individual teacher/student conference and notes.  Summative - District Reading Inventory/ Assessment		
	What makes collaboration meaningful?  What will help to make meaning from a variety of sources?	Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Students will ask questions about a speaker’s presentation when there is something they do not understand or need more information.  Students will answer questions about a speaker’s presentation by using appropriate elaboration and detail.	Formative: Teacher observation  Speaks in complete sentences when presenting informational writing piece (“Howto”) and able to respond to questions and provide clarification		
	What makes a presentation	Presentation of knowledge and ideas	NJSLSA.SL6. Adapt speech to a variety of	SL.3.6 Speak in complete sentences when appropriate to task	Students will speak using complete sentences when	Formative: Teacher observation		

Hillsborough Township Public Schools Third Grade  
LAL Curriculum Map

	“great”?	is enhanced through organization and style for audience via the use of visual displays, technology, and the appropriate use of language.	contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	and situation in order to provide requested detail or clarification.	asked to provide details or clarification.			
	What do good writers do?  What’s my purpose and how do I develop it?	Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a conclusion.  W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Students will select a topic and identify information to share.  Students will organize a topic by grouping related information.  Students will use illustrations to help readers understand my topic.  Students will connect information using linking words and phrases.  Students will present information in writing and provide a concluding statement or section.	Formative: Individual teacher/student conference and notes.  Summative: Final published process piece.  Informational (“Howto”) writing sample		
	What does it take to produce a final product?	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision of technology.	NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	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.	Students will identify and use technology (i.e. Word, Publisher, PowerPoint, etc.)  They will produce/publish writing as well as collaborate/work with others.	Formative: Individual teacher/student conference and notes.  Summative: Final published process piece.		

Hillsborough Township Public Schools Third Grade  
LAL Curriculum Map

	<p>What do good researchers do?</p>	<p>Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.</p>	<p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>W.3.7 Conduct short research projects that build knowledge about a topic.</p>	<p>Students will define research and explain how it is different from other types of writing.</p> <p>Students will research a topic to answer questions and/or gain information.</p>	<p>Formative: Individual teacher/student conference and notes.</p> <p>Summative: Final published process piece.</p>		
	<p>What do good researchers do?</p>	<p>Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.</p>	<p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>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.</p>	<p>Students will recall information from experiences or gather information from print and digital sources about a topic.</p> <p>Students will take notes about a topic.</p> <p>Students will sort information from notes into provided categories.</p>	<p>Formative: Individual teacher/student conference and notes.</p> <p>Summative: Final published process piece.</p>		

Hillsborough Township Public Schools Third Grade  
LAL Curriculum Map

<p>How do sounds and letters create words?</p> <p>When a word doesn't make sense, what can I do?</p>	<p>Word analysis and decoding skills are foundational for success as a reader.</p>	<p>N/A</p>	<p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ol style="list-style-type: none"> <li>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>b. Decode words with common Latin suffixes.</li> <li>c. Decode multisyllable words.</li> <li>d. Read grade-appropriate irregularly spelled words.</li> </ol> <p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol>					
<p>Why do the rules of language matter?</p> <p>What does it take to communicate clearly?</p> <p>When a word doesn't make sense, what can I do?</p> <p>How do I use what I know to figure out what I don't know?</p>	<p>Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.</p> <p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p>	<p>NJLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p>	<p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>1. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>2. Form and use regular and irregular plural nouns.</li> <li>3. Use abstract nouns (e.g., <i>childhood</i>).</li> <li>4. Form and use regular and irregular verbs.</li> <li>5. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</li> <li>6. Ensure subject-verb and pronoun-antecedent agreement.</li> <li>7. Form and use comparative and superlative adjectives and adverbs, and choose between them</li> </ol>					

Hillsborough Township Public Schools Third Grade  
LAL Curriculum Map

				<p>depending on what is to be modified.</p> <p>8. Use coordinating and subordinating conjunctions.</p> <p>9. Produce simple, compound, and complex sentences.</p> <p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p> <p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>d. Form and use possessives.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p>				
Unit/ Suggested Pacing	Essential Questions	Enduring Understandings	Anchor	NJSLS Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Connections
<b>Unit IV Fiction Reading and Constructed Response: Character Study &amp; Baby Literary Essays</b>								
5 weeks	What do good readers do?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions	<p>RL.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>Students will locate words and details to answer questions in a text.</p> <p>Students will ask and answer questions before, during, and after reading a text.</p> <p>Students will identify the setting in a story..</p>			
	How do readers make inferences and develop theories about the characters in their books?		NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence	<p>RL.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and</p>				

Hillsborough Township Public Schools Third Grade  
LAL Curriculum Map

			<p>when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>explain how their actions contribute to the plot.</p> <p>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.</p>				
	<p>What do good readers do?</p>  <p>Why does fluency matter?</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p>  <p>Fluent readers accurately process print with expression at an appropriate rate.</p>	N/A	<p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Students will define and identify common prefixes and suffixes (i.e. un-, re-, pre-, -er, -est, -ful) and common Latin suffixes (-able, -ment, tion).</p> <p>Students will explain and determine the meaning of common prefixes and suffixes and understand how they change the meaning of the root word.</p> <p>Students will break apart words into syllable segments to help decode unknown words.</p> <p>Students will recognize and read irregularly spelled words without having to sound them out.</p>	<p>Formative - Individual teacher/student conference and notes.</p> <p>Summative - District Reading Inventory/ Assessment</p> <p>Formative: Word Work/Spelling Inventory</p> <p>Summative: District Reading Inventory/ Assessment</p>		

Hillsborough Township Public Schools Third Grade  
LAL Curriculum Map

					<p>Students will read grade-level text fluently and show comprehension through voice, timing, and expression.</p> <p>Students will recognize when a word does not make sense within the text.</p> <p>Students self-correct</p>	<p>Formative: Word Work/Spelling Inventory</p> <p>Summative: District Reading Inventory/Assessment</p>		
<p>What do good writers do?</p> <p>What's my purpose and how do I develop it?</p> <p>What does it take to produce a final product?</p>	<p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p> <p>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision of technology.</p>	<p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a conclusion.</p> <p>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.</p> <p>W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Students will select a topic and identify information to share.</p> <p>Students will organize a topic by grouping related information.</p> <p>Students will use illustrations to help readers understand my topic.</p> <p>Students will connect information using linking words and phrases.</p> <p>Students will present information in writing and provide a concluding statement or section.</p> <p>Students will identify and use technology (i.e. Word, Publisher, PowerPoint, etc.)</p> <p>They will produce/publish writing as well as collaborate/work with others.</p>	<p>Formative Assessment : Literary Essays</p> <p>Formative: Individual teacher/student conference and notes.</p> <p>Summative: Final published process piece.</p>			

Hillsborough Township Public Schools Third Grade  
LAL Curriculum Map

	<p>What makes collaboration meaningful?</p> <p>What will help to make meaning from a variety of sources?</p>	<p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p>	<p>NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>Students will ask questions about a speaker’s presentation when there is something they do not understand or need more information.</p> <p>Students will answer questions about a speaker’s presentation by using appropriate elaboration and detail.</p>	<p>Formative: Teacher observation</p> <p>Oral presentation of essay</p>		
	<p>When a word doesn’t make sense, what can I do?</p> <p>How do I use what I know to figure out what I don’t know?</p>	<p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p>	<p>NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>B. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>).</p>				
<b>Unit/ Suggested Pacing</b>	<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Anchor</b>	<b>NJSLS Standard</b>	<b>Learning Targets</b>	<b>Assessment Formative and Summative</b>	<b>Interdisciplinary Connections</b>	<b>21<sup>st</sup> Century Connections</b>
<b>Unit V Research Writing and Nonfiction Reading</b>								
<b>5 weeks</b>	<p>What makes a story a “great” story?</p>	<p>Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.</p>	<p>NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate</p>	<p>RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.6. Distinguish their own point of view from that of the author of a text.</p> <p>RI.3.10. By the end of the year, read and comprehend literary</p>	<p>Students will define and determine point of view of a narrator or character of a story.</p> <p>Students will explain how their point of view is similar to or different from a narrator or character in a story.</p> <p>Drawing conclusions.</p>	<p>Formative - Individual teacher/student conference and notes.</p> <p>Summative - District Reading Inventory/ Assessment</p> <p>Read nonfiction</p>	<p>6.1.4. A.12 Explain the process of creating change at the local, state, or national level.</p> <p>6.3.4. C.1 Develop and implement a group</p>	<p>9.1.4. D.3 Demonstrate an awareness of one’s own culture and other cultures during interactions within and outside of the classroom.</p>



Hillsborough Township Public Schools Third Grade  
LAL Curriculum Map

			independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	nonfiction at grade level text-complexity or above, with scaffolding as needed.		text and determine author's point of view	initiative that addresses an economic issue impacting children.
	Why does author's choice matter?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.  RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to grade 3 topics or subject area.  RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Students will identify domain specific words and phrases (content words) in a text.  Students will locate and use resources (i.e. glossary, guide word, dictionary) to help determine the meaning of unknown words and phrases.	Formative - Individual teacher/student conference and notes.  Summative - District Reading Inventory/Assessment  Read nonfiction text and determine author's point of view	6.1.4. D.13 Describe how culture is expressed through and influenced by the behavior of people.
	Why does author's choice matter?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.	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.3.6 Distinguish their own point of view from that of the author of a text.  RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the	Students will define and determine point of view of an author.  Students will identify and describe how point of view is similar to or different from the author.	Formative - Individual teacher/student conference and notes.  Summative - District Reading Inventory/Assessment	

Hillsborough Township Public Schools Third Grade  
LAL Curriculum Map

				text (e.g., where, when, why, and how key events occur).				
	In what ways does creative choice impact an audience?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.  RI.3.9 Compare and contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.	Students will identify, compare and contrast the most important points and key details found in two texts on the same topic.	Formative - Individual teacher/student conference and notes.  Summative - District Reading Inventory/Assessment		
	What makes collaboration meaningful?  What will help to make meaning from a variety of sources?	Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Students will ask questions about a speaker's presentation when there is something they do not understand or need more information.  Students will answer questions about a speaker's presentation by using appropriate elaboration and detail.	Formative: Teacher observation  Oral presentation of essay		
	"What I say" versus "how I say it", does it really matter?	Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.	NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	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.	Students will present a topic, text, story, or experience with facts and relevant, descriptive details.  Students will report information by speaking clearly at an understandable pace.	Formative: Teacher observation		
	What do good writers do?  What's my purpose and	Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly	NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid	W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion,	Students will determine an opinion or point of view on a topic or text.  Students will create an	Formative: Individual teacher/student conference and notes.		

Hillsborough Township Public Schools Third Grade  
LAL Curriculum Map

	how do I develop it?	communicates the ideas to the reader.	reasoning and relevant and sufficient evidence.	and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a conclusion.  W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	organizational structure (i.e. chronology, compare/contrast, cause/effect, problem/solution) to introduce topic and opinions.  Students will support their opinion with reasons with words and phrases.  Students will write an opinion piece with an introduction, supporting reasons, and a concluding statement/section.	Summative: Final published process piece.		
	Writing clearly: What makes a difference?  What does it take to produce a final product?	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	Students will identify writing style (i.e. Opinion, informative/ explanatory, or narrative) that best fits the task and purpose.  Students will use graphic organizers to develop writing ideas.  Students will create a piece of writing that shows understanding of a specific writing style.	Formative: Individual teacher/student conference and notes.  Summative: Final published process piece.		
	Writing clearly: What makes a difference?  What does it take to produce a final product?	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	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.	Students will identify and use technology (i.e. Word, Publisher, PowerPoint, etc.) the produce/publish writing as well as collaborate/work with others.	Formative: Individual teacher/student conference and notes.  Summative: Final published process piece.		
	What do good researchers	Effective research presents an answer to	NJSLSA.W7. Conduct short as well	W.3.7 Conduct short research projects that build knowledge	Students will define research and explain how it	Formative: Individual		

Hillsborough Township Public Schools Third Grade  
LAL Curriculum Map

	do?	a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.	as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.	about a topic.	is different from other types of writing.  Students will research a topic to answer questions and/or gain information.	teacher/student conference and notes.  Summative: Final published process piece.		
	What do good researchers do?	Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.	NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	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.	Students will recall information from experiences or gather information from print and digital sources about a topic.  Students will take notes about a topic.  Students will sort information from notes into provided categories.	Formative: Individual teacher/student conference and notes.  Summative: Final published process piece.		
	When a word doesn't make sense, what can I do?  How do I use what I know to figure out what I don't know?	Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.	NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	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).	Students will recognize the difference between general academic words and phrases (tier two words - subtle or precise ways to say relatively precise things and domain-specific words and phrases (tier three words - specific to content knowledge).  Students will acquire and use grade-appropriate academic and domain-specific words/phrases, including words that signal spatial and temporal relationships.	Summative: Revision conference.		
	Why does author's choice matter?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and	NJSLSA.R4. Interpret words and phrases as they are used in a text, including	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Students will use strategies (i.e. context clues, root words, affixes) to determine the meaning of words and phrases as they are used in a	Formative - Individual teacher/student conference and notes.		

Hillsborough Township Public Schools Third Grade  
LAL Curriculum Map

	What makes a story a “great” story?	strengthen understanding.	determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		text.  Students will identify and define literal and nonliteral language.  Students will use context clues to determine the meaning of literal and nonliteral language.	Summative - District Reading Inventory/Assessment  Read and identify the theme/ setting/ plot and necessary traits of a tall tale, folktale, fable or pourquoi.		
	Whose story is it, and why does it matter?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RL.3.9 Compare and contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	Students will identify, compare and contrast themes, settings, and plots in stories written by the same author.	Formative - Individual teacher/student conference and notes.  Summative - District Reading Inventory/Assessment		
	What do good readers do?  Am I clear about what I just read? How do I know?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	Students will recount/retell stories.  Students will define and explain the central message, lesson, and/or moral using key details from the story (main idea).  Students will define and explain the features of a pourquoi.	Formative - Individual teacher/student conference and notes.  Summative - District Reading Inventory/Assessment  Read and identify the theme/ setting/ plot and necessary traits of a tall tale, folktale, fable or pourquoi.		
	What will help to make meaning from a variety of sources?	Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners,	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.	Students will list important information about the topic to be discussed.  Students will identify and follow the agreed upon rules for discussion.	Formative: Teacher observation  Read and discuss tall tale, folktale, fable or pourquoi.		

Hillsborough Township Public Schools Third Grade  
LAL Curriculum Map

			building on others' ideas and expressing their own clearly and persuasively.	<p>a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p>	<p>Students will ask questions when information is not understood.</p> <p>Students will stay on topic by making comments about the information being discussed.</p> <p>Students will make connections between the comments of others.</p> <p>Students will explain their own ideas and tell what they have learned from a discussion.</p>		
What do good writers do?	Writing should be focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	<p>W.3.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p> <p>W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Students will identify the narrator, characters, and the event/situation that starts a story.</p> <p>Students will sequence the events in a story that one event leads to another.</p> <p>Students will use a character's thoughts, words, feelings, and actions to show how events happen and how characters respond to the events.</p> <p>Students will show changes in time y using temporal words and phrases (ie. before, during, after)</p> <p>Students will write a conclusion that provides a sense of closure.</p>	<p>Formative: Individual teacher/student conference and notes.</p> <p>Summative: Final published process piece.</p>		
When a word doesn't make sense, what	Effective readers and writers use knowledge of the	NJSLSA.L5. Demonstrate understanding of	L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word	Students will recognize and explain the difference between literal meaning and	Summative: Revision conference.		

Hillsborough Township Public Schools Third Grade  
LAL Curriculum Map

can I do?  How do I use what I know to figure out what I don't know?	structure and context of language to acquire, clarify, and appropriately use vocabulary.	word relationships and nuances in word meanings.	meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	nonliteral meaning.  Students will recognize when an author's words and phrases are literal or nonliteral.  Students will make real-life connections (text-to-self) to words heard and read.  Students will recognize words that have similar meaning, and choose the word that best describes the mood/state of mind.			
		N/A	RF.3.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.				

Unit/ Suggested Pacing	Essential Questions	Enduring Understandings	Anchor	NJSLS Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Connections
<b>Unit VI Reading and Writing Traditional Literature-Pourquoi Tales</b>								
<b>6 weeks</b>	Why does author's choice matter?  What makes a story a "great" story?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Students will use strategies (i.e. context clues, root words, affixes) to determine the meaning of words and phrases as they are used in a text.  Students will identify and define literal and nonliteral language.  Students will use context clues to determine the meaning of literal and	Formative - Individual teacher/student conference and notes.  Summative - District Reading Inventory/Assessment  Read and identify the theme/ setting/	6.1.4. D.13 Describe how culture is expressed through and influenced by the behavior of people.	9.1.4. D.3 Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.

Hillsborough Township Public Schools Third Grade  
LAL Curriculum Map

					nonliteral language.	plot and necessary traits of a tall tale, folktale, fable or porquoi.		
	Whose story is it, and why does it matter?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RL.3.9 Compare and contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	Students will identify, compare and contrast themes, settings, and plots in stories written by the same author.	Formative - Individual teacher/student conference and notes.  Summative - District Reading Inventory/Assessment		
	What do good readers do?  Am I clear about what I just read? How do I know?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.	Students will recount/retell stories.  Students will define and explain the central message, lesson, and/or moral using key details from the story (main idea).  Students will define and explain the features of a porquoi.	Formative - Individual teacher/student conference and notes.  Summative - District Reading Inventory/Assessment  Read and identify the theme/ setting/ plot and necessary traits of a tall tale, folktale, fable or porquoi.		
	What will help to make meaning from a variety of sources?	Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts	Students will list important information about the topic to be discussed.  Students will identify and follow the agreed upon rules for discussion.  Students will ask questions when information is not understood.  Students will stay on topic by making comments about the information being discussed.	Formative: Teacher observation  Read and discuss tall tale, folktale, fable or porquoi.		



Hillsborough Township Public Schools Third Grade  
LAL Curriculum Map

				<p>under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion</p>	<p>Students will make connections between the comments of others.</p> <p>Students will explain their own ideas and tell what they have learned from a discussion.</p>			
<p>What do good writers do?</p>	<p>Writing should be focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p>	<p>NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.3.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event .</p> <p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Students will identify the narrator, characters, and the event/situation that starts a story.</p> <p>Students will sequence the events in a story that one event leads to another.</p> <p>Students will use a character’s thoughts, words, feelings, and actions to show how events happen and how characters respond to the events.</p> <p>Students will show changes in time y using temporal words and phrases (ie. before, during, after)</p>	<p>Formative: Individual teacher/student conference and notes.</p> <p>Summative: Final published process piece.</p> <p>Tall Tale writing sample</p>			
<p>When a word doesn’t make sense, what can I do?</p> <p>How do I use what I know to figure out what I don’t</p>	<p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p>	<p>NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and</p>	<p>L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>b. Identify real-life connections between words and their use (e.g.,</p>	<p>Students will recognize and explain the difference between literal meaning and nonliteral meaning.</p> <p>Students will recognize when an author’s words and phrases are literal or nonliteral.</p>	<p>Summative: Revision conference.</p>			

Hillsborough Township Public Schools Third Grade  
LAL Curriculum Map

	know?		consulting general and specialized reference materials, as appropriate.	describe people who are friendly or helpful). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	Students will make real-life connections (text-to-self) to words heard and read.  Students will recognize words that have similar meaning, and choose the word that best describes the mood/state of mind.			
	Why does fluency matter?	Fluent readers accurately process print with expression at an appropriate rate	N/A	RF.3.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.				
<b>Unit/ Suggested Pacing</b>	<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Anchor</b>	<b>NJSLS Standard</b>	<b>Learning Targets</b>	<b>Assessment Formative and Summative</b>	<b>Interdisciplinary Connections</b>	<b>21<sup>st</sup> Century Connections</b>
<b>Unit VII Reading and Writing Poetry</b>								
<b>5 weeks</b>	Why does author's choice matter?  What makes a story a "great story"?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	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.	Students will explain how poems are written in different forms.  Students will use the term stanza correctly when writing or speaking about parts of a poem.  Students will describe how stanzas give the reader information and work together to create the poem.	Formative - Individual teacher/student conference and notes.  Summative - District Reading Inventory/Assessment  Write and present a content-based poem with proper voice, timing and expression.		
	Why does fluency matter?	Fluent readers accurately process print with	N/A	RF.3.4 Read with sufficient accuracy and fluency to support comprehension.	Students will read grade level text fluently and show comprehension through	Formative: Word Work/Spelling Inventory		

Hillsborough Township Public Schools Third Grade  
LAL Curriculum Map

		expression at an appropriate rate.		<p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>voice, timing, and expression.</p> <p>Students will recognize when a word read does not make sense within the text.</p> <p>Students will self-correct misread or misunderstood words using context clues. Students will reread with corrections when necessary. Students will read fluently.</p>	<p>Summative: District Reading Inventory/Assessment</p> <p>Write and present a content-based poem with proper voice, timing and expression.</p>		
<p>What makes a presentation “great”?</p> <p>“What I say” versus “how I say it”, does it really matter?</p>	<p>Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.</p>	<p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<p>Students will read aloud poems and use their voice to make them come to life (ie. adjust the volume of your voice, make exclamations, change the pace)</p>	<p>Formative: Teacher observation</p>			
<p>What do good writers do?</p> <p>What’s my purpose and how do I develop it?</p>	<p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p>	<p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.3.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a conclusion.</p> <p>W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for</p>	<p>Students will select a topic and identify information (i.e. facts, definitions, details) to share.</p> <p>Students will connect the information (i.e. facts, definitions, details) using linking words and phrases.</p>	<p>Formative: Individual teacher/student conference and notes.</p> <p>Summative: Final published process piece.</p>			

Hillsborough Township Public Schools Third Grade  
LAL Curriculum Map

				a range of discipline-specific tasks, purposes, and audiences.				
	<p>How does situation affect meaning?</p> <p>How does author's choice impact an audience?</p>	<p>Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.</p>	<p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>1. Choose words and phrases for effect</p> <p>2. Recognize and observe differences between the conventions of spoken and written standard English.</p>				