ENGLISH LANGUAGE ARTS (ELA)
GRADE 3 CURRICULUM MAP

*REVISED June 2015 by ELA Curriculum Committee

Aligned to the 2014 NJCCCS

B.O.E. Adopted August 20, 2015
### OVERVIEW:
Students will explore how different skills help us make our way in the world.

### Common Key Terms/Academic Vocabulary:
- **Literary Terms:** Literary Elements, Background Knowledge, Plot, Sequence, Summarize, Theme, Character, Setting, Visualize, Compare/Contrast, Fact/Opinion, Author’s Purpose (persuade, inform, entertain), Rhythm and Cadence, Point of View, Exaggeration/Hyperbole, Sensory Details, and Simile

### ESSENTIAL QUESTIONS:
- What are literary elements (character, setting, theme) and how are they identified?
- What is author’s purpose and how does knowing author’s purpose help a reader better understand the text?
- How does a reader’s background knowledge help them make connections to a text?
- How does a reader use sequence of events to summarize a story?
- What is a personal narrative?
- What is point of view and how do authors use point of view to tell a story?

### STANDARDS/OBJECTIVES (from CCSS):
- **RL:** 3.1, 3.2, 3.3, 3.4, 3.6, 3.9
- **RI:** 3.1, 3.2, 3.3, 3.4
- **RF:** 3.4. A, C
- **W:** 3, 3.1A-D, 3.2A-B, 3.3, 3.3A-D, 3.4, 3.5, 3.8, 3.10
- **SL:** 3.1 A-D, 3.2, 3.4, 3.5, 3.5B, 3.6
- **L:** 3, 3.1 A-I, 3.2 A-G, 3.3, 3.3A, 3.4 A-D, 3.5 A-C, 3.6,

### REQUIRED COMMON TEXTS:
**Pearson Unit 1:**
- *When Charlie McButton Lost Power* (Narrative Poem)
- *How a Kite Changed the World* (Narrative Non-Fiction)
- *What About Me?* (Fable)
- *Kumak’s Fish* (Tall Tale)
- *Supermarket* (Expository Text)
- *My Rows and Piles of Coins* (Realistic Fiction)

**Extended Literary Text:**
- *26 Fairmount Avenue* by Tomie DePaola (760L) – Class Set
- *Alternate Available Text: When I Was Your Age: Original Stories About Growing Up* by Amy Ehrlich (930)
Short Literary Text:
- *Wilfred Gordon McDonald Partridge* by Mem Fox (760L) – Read Aloud
- *When Lightning Comes in a Jar* by Patricia Pollaco (540L) – Class Set

Short Informational Text:
- *One Giant Leap* by Don Brown (670L) – Class Set
- 3rd grade informational memoir articles “Patricia Polacco” and “Tomie DePaola”

MOTIVATION/CONNECTIONS: Introduce unit by reading *When Lightning Comes in a Jar* by Patricia Pollaco and *Wilfred Gordon McDonald Partridge* by Mem Fox. Decorate writer’s notebooks with pictures that will create memories.

SPECIFIC STUDENT PRODUCTS:
- Open-ended response questions (26 Fairmount Avenue)
- Comprehension questions/Fiction/Non-fiction
- Narrative Dialogue Writing (Using Realistic Fiction strategies as a guide to teach it)
- Vocabulary List
- 3-2-1 Strategy chart

OUTLINE OF LESSONS:
1. Create an individual memory/connection quilt after reading *Wilfred Gordon McDonald Partridge* (based on 6-12 drawings. I.E. something that makes you happy, something that makes me sad, etc.) (Choose Lesson 1 or 2)
2. Each student will create the “Map of the Heart” after reading *Wilfred McDonald Partridge*. (see attached) This will be placed in student’s writer’s notebook to use for future reference for writing pieces.
3. To introduce the unit, read aloud *When Lightning Comes in an Jar* by Patricia Pollacco. Students will identify the memory that the author chose for her narrative and identify the point of view of the story. After read aloud, read Patricia Pollacco’s biography article. Use the storybook to introduce personal narratives focusing on small moments, details, and entertaining beginnings.
4. Pearson Unit 1: Read stories and follow suggested activities throughout the unit’s time frame.
5. Prior to class novel, teacher will present the author of the mentor text by reading Tomie’s biography.
   a. Introduce class novel, *26 Fairmount Avenue* by Tomie DePaola.
   b. Utilize comprehension question and vocabulary material from teacher’s guide. (Novel Ties)
   c. Introduce R.A.C.E. formula to use in open-ended response questions. (Use Novel Ties)
   d. After each chapter, work on the completion of a continuous story map and/or other graphic organizers (focusing on character’s traits, motivations, and feelings, sequence of events, setting, theme, and plot)
6. After reading *One Giant Leap* use a 3-2-1 strategy chart (3- things you discovered 2- interesting things 1- question you still have) to reinforce comprehension of non-fiction text. (see attached) (Cross-Curricular Science)

ASSESSMENTS:
- Pearson Weekly Tests (Use at your own pace and when needed.)
- Comprehension worksheets (open-ended and multiple choice) from teacher’s guides
- Use available Pearson resources for assessments
- Graphic Organizers
- Story Map
- Vocabulary journals or organizers
- 3-2-1 Strategy Chart
- Writing assessment/rubric for narrative dialogue story (Writing to Sources page 25)
- Accelerated Reader for *26 Fairmount Avenue* —Literacy Skills and Vocabulary Practice Quiz: # 30629
- Writing: After reading *26 Fairmount Avenue*, students will write about a real or imagined time when you had to change your plans because of a severe rainstorm or natural disaster. Describe the event and tell what happened after the event ended.

**ADDITIONAL RESOURCES:**

**Writing:**
Writing to Sources (Teacher Copy)
Use Writer’s Workshop Unit 1 (Lucy Calkins) to help teach narrative writing strategies.

**Weekly Reader/Time for Kids Magazine:**
Introduce the reading of non-fiction text by using Time for Kids or Weekly Reader. Focus lessons on headings, captions, bold/italic words, subtitles, maps, charts, graphs, etc. and how these elements are important when reading non-fiction text.

**STRATEGIES FOR DIFFERENTIATION:**

- Meet with small, guided reading groups to reread text.
- Mini-lessons on specific reading strategies (Point of View, Questioning, and Character Analysis)
- Guide class in citing from the text when using R.A.C.E. to answer an open-ended question
- Use Pearson Classroom Management Handbook for Differentiated Instruction Practice Stations

**INTERDISCIPLINARY CONNECTIONS:**

- Science Unit 1: Earth, Moon, and Sun (see Science curriculum)
- *One Giant Leap* (Class Set)

**CONNECTIONS TO TESTING:** Responding to an open-ended response question and expository writing. Use Reading Street Sleuth workbook and Writing to Sources workbook.

**INTEGRATING TECHNOLOGY AND MEDIA:**

- Use Pearson Digital Whiteboard Transparencies (Graphic Organizers, Daily Fix-It)

**REQUIRED WRITING:**

**Weekly Narrative Writing Assignments:**

- Week 1: Mini-Lesson: Read Like a Writer/Narrative Poem (*Charlie McButton*)
  Teacher’s Edition Page 25 E
  Reader’s and Writer’s Notebook Page 42
  At the end of the week complete the Quick Write for Fluency (Teacher’s Edition pg 25F)
  Write a whole class or individual Narrative Poem

- Week 2: Fable (*What About Me?*)
  Teacher’s Edition Page 61E, 71D, 81B, 89D, 89P
Week 3: Thank-You Note (Kumak’s Fish)
Teacher’s Edition Page 95E, 105D, 117B, 121D, 121P
Reader’s and Writer’s Notebook Page 64, 68

Week 4: Description Using Sensory Words (Supermarket)
Teacher’s Edition Page 127E, 139D, 153A&B, 159D, 159P
Reader’s and Writer’s Notebook Page 75, 79

Week 5: Realistic Fiction (My Rows and Piles of Coins)
Reader’s and Writer’s Notebook Page 86, 90

Week 6: Final Writing Piece- Work on writing a Narrative Dialogue using the prompt from the Writing to Sources workbook, Page 24. Make photocopies from your teacher workbook. Use rubric to grade. Use the Narrative Writing Diamond to assist in teaching strong writing strategies.

**Required 21st Century Research and Inquiry Assignment:** Choose one week-long Research and Inquiry activity in Unit 1. There are six to choose from. These activities can be found in your teacher’s manual. The introduction to the week-long activity begins on Day 1 each week in the textbook.

Test Prep Focus: Writing an Opinion-
Use Writing and Research Handbook to teach writing strategies pages 4-9. (Ongoing)

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Grade 3 Unit # 2 Title: Smart Solutions
Estimated Time Frame: (November – Mid January)

**OVERVIEW:** Students will describe how characters in a story find smart ways to solve problems (using their traits, motivations, or feelings). They will explain how actions, setting, and cultural beliefs can contribute to finding these solutions.

**Common Key Terms/Academic Vocabulary:**
Author’s Craft, Humor, Onomatopoeia, Dialogue and Narration, Imagery, Main Idea and Details, Compare/Contrast, Draw Conclusions, Author’s Purpose, Monitor and Clarify, Visualize, Plot, Questioning, Predict and Set Purpose, Text Structure

**ESSENTIAL QUESTIONS:**
• How do good writers describe characters, setting, and motivations?
• How does a text’s illustrations create a mood and emphasize aspects of a character or
setting.

- How does compare and contrast and the strategy of visualizing help readers understand the characters, setting, and events of a story?
- How do you find the main idea of a text and find key details to support the main idea?
- How do reader's use the skill of drawing conclusions and the strategy of questioning to understand the text?
- How do you read non-fiction text and go back into the text in order to answer questions about what you read?
- How do reader's use author's purpose and predicting to determine the author's central message?

**STANDARDS/OBJECTIVES (from CCSS):**

<table>
<thead>
<tr>
<th>RL</th>
<th>RI</th>
<th>RF</th>
<th>W</th>
<th>S/L</th>
<th>L</th>
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<tr>
<td>3.1, 3.3, 3.4, 3.7</td>
<td>3.1, 3.2, 3.3, 3.6, 3.7, 3.9</td>
<td>3.4 A &amp; C</td>
<td>3.1,3.1A-D, 3.2 A-D, 3.3, 3.3A-C, 3.4, 3.5, 3.8, 3.10</td>
<td>3.1 A-D, 3.2, 3.3, 3.4, 3.6</td>
<td>3.1 A-I, 3.2, 3.2 A-G, 3.3, 3.3A, 3.4 B, C, D, 3.5 A-C</td>
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**REQUIRED COMMON TEXTS:**

**Pearson Textbook Unit 2:**
- *Penguin Chick* (Expository Text)
- *I Wanna Iguana* (Realistic Fiction)
- *Prudy’s Problem and How She Solved It* (Fantasy)
- *Tops and Bottoms* (Animal Fantasy)
- *Amazing Bird Nests* (Expository Text)

*Extended Literary:*
- *The Most Beautiful Place in the World* (830) by Ann Cameron – Class Set
- Alternate Available Text: *Richard Wright and the Library Card* by William Miller (700)

*Short Literary:*
- *Brave Irene* (640) by William Steig – Class Set

*Short Informational:*
- Social Studies Text — *Communities*, Chapter One
- Weekly Reader/Time for Kids Articles (Optional)
- “The Great Wall of China” by Laura Schaefer (Standards Solution)

**MOTIVATION/CONNECTIONS:** Class survey about hardships to introduce unit. Discuss the meaning of hardship and solution. Share ways they have solved problems in the past when they have been faced with a hardship or problem. Read *Brave Irene* as a class to introduce unit. Discuss how the main character dealt with her problem and found a solution.

**SPECIFIC STUDENT PRODUCTS:**
- Predict-O-Gram (*Pink and Say*)
- KWL Chart (Social Studies)
OUTLINE OF LESSONS:

a. Before starting the extended literary text, students will complete a questionnaire answering these questions; What do you feel a hardship is? Discuss a time you had difficulty with something. What solutions did you come up with to deal with this difficulty? Did someone help you solve your hardship? Did you or didn't you overcome it? If you didn’t, how are you still working at it?

b. Using the results of the questionnaire, lead a discussion about overcoming hardships and striving for a goal you want to reach. Introduce the extended literary text, *The Most Beautiful Place in the World.*
   - Utilize comprehension question and vocabulary material from teacher’s guide. (Novel Ties)

c. Throughout reading the extended literary text, focus on how the author’s describe the character and setting. How does the author show us the motivations of the character? Students will fill in a character chart about Juan as they read. They will list internal and external character traits.

d. After reading *The Most Beautiful Place in the World,* complete a similar questionnaire about Juan and the hardships he faced and how he overcame them. Discuss main idea and details about the text. After reading the final line of *The Most Beautiful Place in the World* students will do a pair-share telling what they think the author’s message is and a class discussion will follow.

e. **Pearson Unit 2:** Read stories and follow suggested activities throughout the unit’s time frame.

ASSESSMENTS:

- Pearson Weekly Tests (Use at your own pace and when needed)
- Open-ended response questions (*The Most Beautiful Place in the World*)
- Comprehension questions/Fiction/Non-fiction
- Writing assessment: Argumentative Opinion Piece
- Accelerated Reader—*The Most Beautiful Place in the World* Literacy Skills and Vocabulary Practice Quiz # 676

ADDITIONAL RESOURCES:

- Kids.nationalgeographic.com/archive-blogs/u-r-here/Guatemala/-This is a one minute video that shows a young Guatemalan girl weaving.
- Kids.nationalgeographic.com/kids/places/find/Guatemala/- This is a website where you can view facts and photos of Guatemala today.
- Writing to Sources (Teacher Workbook Copy)

STRATEGIES FOR DIFFERENTIATION:

- Meet with small, guided reading groups to reread text.
- Mini-lessons on specific reading strategies (Compare/Contrast, Main Idea, Drawing Conclusions, & Author’s Purpose)
• Guide class in citing from the text when using R.A.C.E. to answer an open-ended questions.
• Use Pearson Small Group Lesson Plans (Found in textbook)
• Use Pearson Classroom Management Handbook for Differentiated Instruction Practice Stations

**INTERDISCIPLINARY CONNECTIONS:**
• Social Studies unit on Communities

**CONNECTIONS TO TESTING:**
• Respond to an open-ended response questions
• Writing:
  • Use Reading Street Sleuth workbook stories and exercises.

**INTEGRATING TECHNOLOGY AND MEDIA:**
• Research Dumont, NJ and compare your findings to the community of San Pablo, Guatemala.
• Use Pearson Digital Whiteboard Transparencies (Graphic Organizers, Daily Fix-It)

**WRITING:**

**Weekly Narrative (Fiction) Writing Assignments:**

• **Week 1: Narrative Descriptive Poetry (Penguin Chick)**
  Reader’s and Writer’s Notebook page 111

• **Week 2: Fairy Tale (I Wanna Iguana)**
  Teacher’s Edition pages 237E, 247D, 259B, 265D, 265P
  Reader’s and Writer’s Notebook page 122

• **Week 3: Advertisement (Prudy’s Problem and How She Solved It)**
  Teacher’s Edition pages 271E, 281D, 293B, 299D, 299P
  Reader’s and Writer’s Notebook page 133

• **Week 4: Friendly Letter (Tops and Bottoms)**
  Reader and Writer’s Notebook page 144

• **Week 5: Directions (Amazing Bird Nests)**
  Reader’s and Writer’s Notebook page 155

• **Week 6: Writing an Argumentative Opinion Piece (Connect the Texts)** Read The Hare and the Tortoise from Aesop’s Fables prior to final writing assignment. Work on writing a Argumentative Opinion Piece using the prompt from the Writing to Sources workbook, Page 52. Make photocopies from your teacher workbook. Use rubric to grade.

**Required 21st Century Research and Inquiry Assignment:** Choose one week-long Research and Inquiry activity in Unit 2. There are six to choose from. These activities can be found in your teacher’s manual. The introduction to the week-long activity
begins on Day 1 each week in the textbook.

**Test Prep Focus: Narrative Writing**
Use Writing and Research Handbook to teach writing strategies pages 10-15. (Ongoing)

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**Grade 3  Unit # 3 Title: People and Nature**
**Estimated Time Frame: Mid January-Mid March**

**OVERVIEW:** Students will read and comprehend literary and informational texts about people, animals, and nature to determine how people and nature are connected. They will understand how different environments can influence a character’s behaviors, motivations, and traits.

**Common Key Terms/ Academic Vocabulary:**
Imagery, Structural Elements of a Play, Simile, Metaphor, Word Choice, Rhyme, Draw Conclusions, Important Ideas, Author’s Purpose, Character, Setting, Plot, Inferring, Compare/Contrast, Graphic Sources, Text Structure, Generalize, Story Structure, Cause/Effect, Predict and Set a Purpose

**ESSENTIAL QUESTIONS:**
- How do you draw conclusions and determine important ideas when reading informational text?
- How does a reader use literary elements (character, setting, plot) and inferring to deepen their understanding of a text?
- How do you use text features and search tools to locate the relevant information in non-fiction text? (headings, sub-headings, bold writing/key words, captions, side bars, charts, graphs, tables, & photos)
- How does answering questions about text help you comprehend and demonstrate understanding of a text? (literature and informational)
- How do readers identify parts of stories, dramas, and poems when writing or speaking about a text? (chapter, scene, stanza)
- How does determining Cause and Effect help you comprehend what you are reading?
- How does a reader distinguish their own point of view from that of the narrator or those of the characters?

**STANDARDS/OBJECTIVES (from CCSS):**
RL: 3.1, 3.3, 3.4, 3.5, 3.6, 3.7, 3.10
RI: 3.1, 3.4, 3.5, 3.8
W: 3.1C, 3.2, 3.2A-D, 3.3, 3.3A-D, 3.4, 3.5, 3.6, 3.8, 3.10
S/L: 3.3, 3.5
L: 3.1, 3.1A-I, 3.2, 3.2 A-G, 3.3, 3.3A, 3.5 A-C

**REQUIRED COMMON TEXTS:**
**Pearson Textbook Unit 3:**
- *How Do You Raise a Raisin? (Expository Text)*
- *Pushing Up the Sky (Drama), Day 5: Catch It and Run (Myth)*
- *Seeing Stars (Expository Text)*
- *A Symphony of Whales (Fiction), Day 5: He Listens to Whales (Magazine Article)*
- *Around One Cactus (Narrative Non-Fiction), Day 5: The Water Cycle (Search Engines)*

**Extended Literary:** *Charlotte’s Web* (680) by E.B. White – Class Set  
Alternate Available Text: *Black Stallion* by Walter Farley (850)

**Informational:**
- *Spiders* (650) by Gail Gibbons  
- *Pigs* (720) by Gail Gibbons  
- “Penguins” by Laura Schaefer (Standards Solution)

**MOTIVATION/CONNECTIONS:**
Prior to reading extended text, *Charlotte’s Web* introduce unit with non-fiction read alouds, *Spiders* and *Pigs* by Gail Gibbons. Discuss characteristics and traits of spiders and pigs that help them survive and solve problems in nature.

**SPECIFIC STUDENT PRODUCTS:**
- Open-ended response questions (*Charlotte’s Web*)  
- Comprehension questions/Fiction/Non-fiction  
- Vocabulary List  
- Venn-diagram to compare and contrast spiders and pigs

**OUTLINE OF LESSONS:**
1. Prior to reading Charlotte’s Web, read aloud short extended text.  
   a. Introduce class novel, *Charlotte’s Web by E.B. White*.  
   b. Utilize comprehension question and vocabulary material from teacher’s guide. (Novel Ties)  
   c. Introduce R.A.C.E. formula to use in open-ended response questions. (Use Novel Ties)  
   d. After each chapter, work on the completion of a continuous story map and/or other graphic organizers (focusing on literary elements, drawing conclusions, cause and effect, asking and answering questions, text features, inferring)  
   e. At the end of the unit, watch the DVD of Charlotte’s Web to compare the DVD with the novel.  
2. **Pearson Unit 3:** Read stories and follow suggested activities throughout the unit’s time frame.

**ASSESSMENTS:**
- Pearson Weekly Tests (Use at your own pace and when needed)  
- Comprehension worksheets (open-ended and multiple choice) from teacher’s guides  
- Graphic Organizers  
- Story Map  
- Vocabulary journals or organizers  
- Writing: Informative/Explanatory Report
### ADDITIONAL RESOURCES:
- *Charlotte’s Web* DVD

### STRATEGIES FOR DIFFERENTIATION:
- Meet with small, guided reading groups to reread text.
- Mini-lessons on specific reading strategies (Literary Elements, Drawing Conclusions, Questioning, Inferring, Text Features, Cause and Effect)
- Guide class in citing from the text when using R.A.C.E. to answer an open-ended question
- Use Pearson Classroom Management Handbook for Differentiated Instruction Practice
- Stations

### INTERDISCIPLINARY CONNECTIONS:
- Science Unit on the Water Cycle

### CONNECTIONS TO TESTING:
- Respond to open-ended response questions,
- Write expository, speculative writing
- Use Reading Street Sleuth workbook stories and exercises.
- Use Standard Solutions, “Penguins” reading passage and RACE questions.

### INTEGRATING TECHNOLOGY AND MEDIA:
- Use Pearson Digital Whiteboard Transparencies (Graphic Organizers, Daily Fix-It) Use computers, laptops, or i-Pads to further investigate characteristics and traits of Pigs and Spiders. You can use this information to add to the Venn diagram when comparing and contrasting these living things.

### Writing:
#### Weekly Narrative/Expository Writing Assignments
- **Week 1: Fiction-Read Like a Writer (How to Raise a Raisin)**
  Teacher’s Edition pages 375e, 387d, 397a&amp;b, 403d, 403p
  Reader’s and Writer’s Notebook pages 180, 184
- **Week 2: Writing a Play: Complete as a class (Pushing Up the Sky)**
  Teacher’s Edition pages 409e, 417d, 427a&amp;b, 437d, 437p
  Reader’s and Writer’s Notebook pages 191
- **Week 3: Formal Letter (Seeing Stars)**
  Teacher’s Edition pages 443e, 451d&amp;e, 461a&amp;b, 467d, 467p
  Reader’s and Writer’s Notebook pages 202, 206
- **Week 4: News Article (A Symphony of Whales)**
  Teacher’s Edition pages 473e, 485d&amp;e, 495a&amp;b, 501d, 501p
  Reader’s and Writer’s Notebook pages 213, 217
- **Week 5: Compare and Contrast Composition (Around One Cactus)**
  Teacher’s Edition pages 507e&amp;f, 517d, 531a&amp;b, 537d, 537p
  Reader’s and Writer’s Notebook pages 224, 228
- **Week 6: Final Writing Piece**- Write an Informative/Explanatory Report. Use the prompt from Writing to Sources (teacher’s copy) page 84. Use the rubric to grade.
**Required 21st Century Research and Inquiry Assignment:** Choose *one week-long* Research and Inquiry activity in Unit 3. There are six to choose from. These activities can be found in your teacher’s manual. The introduction to the week-long activity begins on Day 1 each week in the textbook.

**Test Prep Focus:** Narrative Writing  
Use Writing and Research handbook to teach lesson strategies pages 16-21. (Ongoing)

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**Grade 3  Unit # 4 Title: One of a Kind  
Estimated Time Frame: Mid March-Mid May**

**OVERVIEW:** Students will investigate fables, folktales, and myths from diverse cultures and determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. This will help them understand what it means to be unique or one of a kind.

**Common Key Terms/Academic Vocabulary:**  
Generalize, Summarize, Graphic Sources, Important Ideas, Main Idea and Detail, Fact/Opinion, Inferring, Cause/Effect, Questioning, Monitor and Clarify, Draw Conclusions, Point of View, Author's Craft, Idioms, Word Choice, Sensory Details

**ESSENTIAL QUESTIONS:**
- What are myths, fables, and folktales?  
- How do you determine the central message/theme, lesson, or moral and explain how it is conveyed through key details in a text?  
- How do you determine the difference between fact and opinion?  
- How do you infer and question to comprehend text?  
- How do you support your opinion when writing?  
- How do you compare and contrast two texts?  
- How are the skill of generalizing and the strategy of summarizing used as tools to understand the main idea of text?  
- How are the skill of Cause and Effect and the strategy of monitoring and clarifying used to understand a text?

**STANDARDS/OBJECTIVES (from CCSS):**
- **RL:** 3.1, 3.2, 3.4, 3.7  
- **RI:** 3.9  
- **W:** 3.1, 3.1 A-D, 3.2, 3.2A-D, 3.3, 3.3A-D, 3.4, 3.5, 3.8, 3.10  
- **S/L:** 3.2, 3.5  
- **L:** 3.1, 3.1 A-I, 3.2, 3.2 A-G, 3.3, 3.3A&C, 3.5 A-C

**REQUIRED COMMON TEXTS:**
Pearson Textbook Unit 4:
- The Man Who Invented Basketball (Biography)
- Paul Bunyan and the Great Lakes (Legend)
- Rocks in His Head (Biography)
- Women Athletes (Online Directories)
- Fly, Eagle, Fly! An African Tale (Folk Tale)

Extended Literary:
- The Chocolate Touch (770) by Patrick Catling – Class Set
- Alternate Available Text: Frindle by Andrew Clements (830)

Short Literary:
- King Midas’s and the Golden Touch (610) by Charlotte Craft– Read aloud
- Aesop’s Fables (760) Retold by Ann McGovern– Read aloud

Informational:
- “Chocolate” by Laura Schaefer (Standards Solution)
- Myths, Folktales, and Fairytales (an interactive website by Scholastic) http://teacher.scholastic.com/writewit/mff/

OTHER SUGGESTED TEXTS:

Literary:
- Lon Po Po (670) by Ed Young (Read Aloud)
- The Table Where Rich People Sit (720) by Byrd Baylor (Read Aloud)

Informational:
- If You Were a Kid in Ancient Greece (660) by Ken Sheldon

MOTIVATION/CONNECTIONS: Introduce unit by reading King Midas’s Golden Touch by Julia Jarman and various Aesop’s Fables. Brainstorm and discuss what a fable is.

SPECIFIC STUDENT PRODUCTS:
- Compare and contrast King Midas to John Midas (from The Chocolate Touch) using a Venn diagram.
- Open-ended response questions (The Chocolate Touch)
- Comprehension questions
- Vocabulary List
- Expository Writing Piece

OUTLINE OF LESSONS:
1. Read King Midas and the Golden Touch and present a mini-lesson on fables and morals.
2. Introduce The Chocolate Touch. Throughout the reading compare and contrast The Chocolate Touch vs. King Midas and the Golden Touch using a Venn diagram.
3. Utilize comprehension question and vocabulary material from teacher’s guide. (Novel
4. Using *Aesop’s Fables* and other suggested texts to reinforce how to identify the moral of a story.

5. Watch the original (1971) *Willy Wonka and the Chocolate Factory*. You can compare and contrast the book to the movie.


7. **Pearson Unit 4**: Read stories and follow suggested activities throughout the unit’s time frame.

**ASSESSMENTS:**
- Use Pearson Weekly Tests (Use at your own pace and when needed)
- Comprehension worksheets (open-ended and multiple choice) from teacher’s guides
- Graphic Organizers
- Venn Diagram
- Vocabulary journals or organizers
- Accelerated Reader for *The Chocolate Touch* – Literacy Skills and Vocabulary Practice Quiz-- # 256
- Writing: After reading *The Chocolate Touch*, students will write to the prompt of; Was there ever a time in your life when you wanted to eat only one food, such as peanut butter sandwiches, hot dogs, or pizza, and nothing else? Write about your food passion or invent a situation. Describe the food itself. Tell when you liked it so much. How did the rest of your family react to your strange eating habits?

**ADDITIONAL RESOURCES:**
- Use Pearson Reader’s and Writer’s Notebook for additional practice of reading strategies.
- Writing to Sources (Teacher Workbook copy)

**STRATEGIES FOR DIFFERENTIATION:**
- Meet with small, guided reading groups to reread text.
- Mini-lessons on specific reading strategies (Point of View, Questioning, and Character Analysis)
- Guide class in citing from the text when using R.A.C.E. to answer an open-ended question
- Use Pearson Classroom Management Handbook for Differentiated Instruction Practice Stations

**INTERDISCIPLINARY CONNECTIONS:**
- Social Studies Unit 3, Building a Government (Connection: How did the unique skills, talents, traits and motivations of our fore fathers help form our new nation?)
  1. Chapter 6 A New Country is Born
  2. Chapter 8 Citizens Makes Communities Work

**CONNECTIONS TO TESTING:**
- Read “Chocolate” by Laura Schaefer (Standards Solution) and answer multiple choice questions and open-ended response question.
- Use Reading Street Sleuth workbook stories and exercises.
- Writing: Narrative Story

**INTEGRATING TECHNOLOGY AND MEDIA:** View *Willy Wonka and the Chocolate Factory* to
discuss the theme of greed and over indulgence.

**WRITING:**

**Weekly Persuasive/Expository Writing Assignments:**

- Week 1: Persuasive Text *(The Man Who Invented Basketball)*
  Teacher’s Edition pages 25e&f, 35d&e, 45a&b, 53d&e, 53p
  Reader’s and Writer’s Notebook pages 249, 253

- Week 2: Imaginative Story *(Hottest, Coldest, Highest, Deepest)*
  Teacher’s Edition pages 59e&f, 69d&e, 79a&b, 85d&e, 85p
  Reader’s and Writer’s Notebook pages 260, 264

- Week 3: Biography *(Rocks in His Head)*
  Teacher’s Edition pages 91e, 99d, 109a&b, 115d, 115p
  Reader’s and Writer’s Notebook pages 271, 275

- Week 4: Autobiography *(America’s Champion Swimmer: Gertrude Ederle)*
  Teacher’s Edition pages 121e, 131d, 143a&b, 149d, 149p
  Reader’s and Writer’s Notebook pages 282, 286

- Week 5: Summary *(Fly, Eagle, Fly! An African Tale)*
  Teacher’s Edition pages 155e, 167d, 175a&b, 183d, 183p
  Reader’s and Writer’s Notebook pages 293, 297

- **Week 6: Final Writing** - Write a Narrative Story *(Write Like a Reporter).* Work on writing a Narrative Story using the prompt from the Writing to Sources workbook, Page 118. Make photocopies from your teacher workbook. Use rubric to grade.

**Required 21st Century Research and Inquiry Assignment:** Choose one week-long Research and Inquiry activity in Unit 4. There are six to choose from. These activities can be found in your teacher’s manual. The introduction to the week-long activity begins on Day 1 each week in the textbook.

**Test Prep Focus: Expository Writing**
Use Writing and Research Handbook to teach writing strategies pages 22-27. (Ongoing)
### OVERVIEW:
Students will explore the meaning of freedom. They will explore how your cultural diversity, life experiences, and environment contribute to your freedom, future achievements, and success.

### Common Key Terms/Academic Vocabulary:
- Compare/Contrast
- Visualize
- Cause/Effect
- Word Choice
- Author’s Purpose
- Background Knowledge
- Onomatopoeia
- Word Choice
- Fact/Opinion
- Questioning
- Cause/Effect
- Inferring
- Theme
- Plot
- Generalize
- Foreshadowing
- Word Choice
- Metaphor

### ESSENTIAL QUESTIONS:
- How are the skill of compare and contrast and the strategy of visualizing use to better understand the text you read?
- How do you ask and answer questions to demonstrate understanding of a text?
- How does describing the traits, motivations, feelings, and actions of a character contribute to the sequence of events?
- How do you determine the central message/theme, lesson, or moral and explain how it is conveyed through key details in a text?
- How are the skill of author’s purpose and the strategy of background knowledge used to better understand what you read?
- How does a reader distinguish their own point of view from that of the author or those of the characters?
- How do you determine the difference between fact and opinion?
- How does using fact and opinion and the strategy of questioning help readers deepen their understanding of text?

### STANDARDS/OBJECTIVES (from CCSS):
- **RL:** 3.5, 3.10
- **RI:** 3.2, 3.5, 3.8
- **W:** 3.1, 3.1A&B, 3.2, 3.2B, 3.3, 3.3A,B,D, 3.4, 3.5, 3.7, 3.8, 3.10
- **S/L:** 3.3, 3.5
- **L:** 3.1, 3.1 A-I, 3.2, 3.2 A-G, 3.3, 3.3A, 3.5 A-C

### REQUIRED COMMON TEXTS:
**Pearson Textbook Unit 5:**
- *Suki’s Kimono* (Realistic Fiction)
- *Clothes Bringing Cultures Together* (Expository Text)
- *Me and Uncle Romie* (Realistic Fiction)
- *Country to City* (Online Reference Sources)

**Pearson Textbook Unit 6**
- *The Story of the Statue of Liberty* (Narrative Non-Fiction)
- *Happy Birthday Mr. Kang* (Realistic Fiction)
- *Once Upon a Constitution* (Expository Text)
**Short Literary Text:**
- *Pink and Say (590)* by Patricia Polacco (Class Set)

**Extended Informational Text:**
- *Time for Kids Benjamin Franklin: A Man of Many Talents* (690) by Kathryn Hoffman Satterfield – Class Set

**Informational:**
- “Ben Franklin, Inventor” by Laura Schaefer (Standards Solution)
- Social Studies Text- Chapter Six – A New Country is Born

**MOTIVATION/CONNECTIONS:**
Read aloud *Pink and Say* by Patricia Polacco. After reading, *Pink and Say*, use a character T-chart to identify how they were different and similar (motivations, settings, and cultural differences). Discuss how the characters of *Pink and Say* worked together to end slavery and achieve freedom for blacks and whites during the Civil War.

**SPECIFIC STUDENT PRODUCTS:**
- Biography Book Report
- Persuasive/Opinion Writing
- Non-Fiction Graphic Organizer
- Write a Poem

**OUTLINE OF LESSONS:**

**f.** Read aloud *Pink and Say* by Patricia Polacco. After reading, *Pink and Say*, use a character T-chart to identify how they were different and similar (motivations, settings, and cultural differences). Discuss how the characters of *Pink and Say* worked together to end slavery and achieve freedom for blacks and whites during the Civil War.

**g.** Read class book, Benjamin Franklin: A Man of Many Talents.
- Focus on text features while reading the story.
- Create a timeline of Ben Franklin’s life and discuss his life achievements and how he reached his goals.

**h.** Pearson Unit 5: Read the following stories and follow suggested activities throughout the unit’s time frame:
- *Suki’s Kimono (Realistic Fiction)*
- *Clothes Bringing Cultures Together (Expository Text)*
- *Me and Uncle Romie (Realistic Fiction)*
- *Country to City (Online Reference Sources)*

**i.** Pearson Unit 6: Read the following stories and follow suggested activities throughout the unit’s time frame:
- *The Story of the Statue of Liberty (Narrative Non-Fiction)*
- *Happy Birthday Mr. Kang (Realistic Fiction)*
- *Once Upon a Constitution (Expository Text)*
- *Atlantis (Legend)*

**ASSESSMENTS:**
- Use Pearson Weekly Tests (Use at your own pace and when needed)
- Comprehension worksheets (open-ended and multiple choice) from teacher’s guides
**Graphic Organizers**  
**Vocabulary journals or organizers**

**ADDITIONAL RESOURCES:**  
- *Ben and Me* (DVD)  
- *Benjamin Franklin American Hero* (DVD)

**STRATEGIES FOR DIFFERENTIATION:**  
- Meet with small, guided reading groups to reread text.  
- Mini-lessons on specific reading strategies (Compare and Contrast, Visualizing, Central Message/Theme, Author’s Purpose, Point of View)  
- Guide class in citing from the text when using R.A.C.E. to answer an open-ended question  
- Use Pearson Classroom Management Handbook for Differentiated Instruction Practice Stations

**INTERDISCIPLINARY CONNECTIONS:**  
Use background knowledge from Social Studies Unit 3 to discuss how our founding fathers contributed to our current democracy and freedoms? Then teach along with Social Studies Unit 4, *Chapter 9 Building New Lives.*

**CONNECTIONS TO TESTING:**  
- Use Reading Street Sleuth workbook stories and exercises.  
- Writing: Poem

**INTEGRATING TECHNOLOGY AND MEDIA:**  
- Use Pearson Digital Whiteboard Transparencies (Graphic Organizers, Daily Fix-It)

**Writing:**

**Weekly Expository/Writing an Opinion Assignments:**

**Unit 5**  
- **Week 1:** Letter to the Editor (*Suki’s Kimono & Clothes: Bringing Cultures Together*)  
  Teacher’s Edition pages 195e, 205d, 215a&amp; b, 221d, 221p  
  Reader’s and Writer’s Notebook pages 318, 322  
- **Week 2:** Book Review (Textbook week 5) (*Me and Uncle Romie & Country to City*)  
  Teacher’s Edition pages 325e, 339d, 353a&amp; b, 359d, 359p  
  Reader’s and Writer’s Notebook pages 362, 366

**Unit 6**  
- **Week 3 (Textbook week 1):** Notes (The Story of the Statue of Liberty)  
  Teacher’s Edition pages 371e, 381d, 389a&amp; b, 393d, 393p  
  Reader’s and Writer’s Notebook pages 387, 391

- **Week 4 (Textbook week 2):** Poetry: Limerick (*Happy Birthday Mr. Kang & Once Upon a Constitution*)  
  Teacher’s Edition pages 399e, 411d, 423a&amp; b, 429d, 429p  
  Reader’s and Writer’s Notebook pages 398, 402

- **Week 5 (Textbook week 5):** Historical Fiction (*Atlantis*)  
  Teacher’s Edition pages 499e, 511d, 523a&amp; b, 531d, 531p  
  Reader’s and Writer’s Notebook pages 431, 435

- **Week 6:** Final Writing Piece- Poem
**Required 21st Century Research and Inquiry Assignment:** Choose *one week-long* Research and Inquiry activity in Unit 5 or 6. There are six to choose from. These activities can be found in your teacher’s manual. The introduction to the week-long activity begins on Day 1 each week in the textbook.

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### Curriculum Guide Addendum

**Content/Area:** English Language Arts  
**Course:**  
**Grade Level:** 3

### Pacing Guide

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### Instructional Materials

**See Guide**

1. (Textbooks, Classroom Resources, Digital Tools)

### Suggested strategies for English as a Second Language (ESL) student*

(See Teacher’s Resources for More Strategies)

- Consultation with ESL staff
- Reading Street Online ELL Resources
- Rephrase questions, directions, and explanations
- Allow extended time for test/project completion
- Use of a bilingual word-to-word dictionary
- Use visuals/pictures/videos throughout the lessons
- Shorten reading assignments
- On tests/quizzes: when appropriate, depending on language proficiency, have students use the textbook and indicate the page number where answer is found
- Accept participation at any level, even one word
- Highlight key vocabulary, utilize graphic organizers
- Assign a peer, either in the same native language or English-speaking, to guide with routine activities and/or vocabulary assistance
Suggested strategies for Special Education students

- Consultation with Special Education staff
- Leveled Readers for each story (Book or Online Access)
- Fresh Reads Workbook/Online Access
- Graphic Organizers
- Decodable Readers (Phonics)

Suggested Strategies for At Risk students*

*(See Teacher’s Resources for More Strategies)

- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes

Suggested Strategies for Gifted and Talented students*

*(See Teacher’s Resources for More Strategies)

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

Inclusion of Interdisciplinary Connections

*Note: Integrated in Guide

Inclusion of 21st century themes and skills

*Note: Integrated in Guide

For information related to the 12 Career Ready Practices follow the link below.

Personal Financial Literacy 9.1
http://www.state.nj.us/education/cccs/2014/career/91.pdf

Career Awareness, Exploration, and Preparation 9.2
http://www.state.nj.us/education/cccs/2014/career/92.pdf

Career and Technical Education 9.3
http://www.state.nj.us/education/cccs/2014/career/93.pdf
<table>
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<th>8.1 Educational Technology</th>
<th>For NJ Technology Standards 8.1 and 8.2 follow the link below.</th>
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