



ROCHELLE PARK SCHOOL DISTRICT

Midland School #1

English Language Arts Curriculum

Grade 3

Rochelle Park Mission Statement

We envision an educational community, which inspires and empowers all students to become self-sufficient and to thrive in a complex, global society.

Rochelle Park Vision Statement

- ❖ Establish and maintain a shared responsibility among home, school, and the greater community which fosters student learning, accountability, and citizenship.
- ❖ To provide curricula that enables all students to meet or exceed current national, state, and local standards.
- ❖ We will utilize a variety of formative and summative assessments in order to differentiate and guide instruction.
- ❖ The district, as a Professional Learning Community, will provide on-going professional development training and opportunities for collaboration among faculty and staff.



ROCHELLE PARK SCHOOL DISTRICT

Pacing Guide		
Reading Focus/Journeys Unit	Writing Focus	Time
Reading Literature/Informational Text Journeys: Unit 1: Good Citizens	Personal Narrative	6 Weeks
Reading Literature / Informational Text Journeys Unit 2: Look and Listen	Response to Literature	6 Weeks
Reading Literature/Informational Text Journeys Unit 3: Lesson Learned	Explanatory Essay (Compare/Contrast, Cause/Effect)	6 Weeks
Reading Literature/Informational Text Journeys Unit 4: Natural Wonders	Persuasive Essay	6 Weeks
Reading Literature/Informational Text Journeys Unit 5: Going Places	Fictional Narrative	6 Weeks
Reading Literature /Informational Journeys Unit 6: Make Your Mark	Informative Writing: Compare/Contrast, Problem/Solution, Instructions, Research	6 Weeks



ROCHELLE PARK SCHOOL DISTRICT

Educational Technology

Indicators: 8.1.5.A.1 8.1.5.A.2 F, 8.1.5.A.3, 8.1.5.B.1, 8.1.5.D.2, 8.1.5.E.1, 8.1.5.F.1,

- Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problem
- Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- Use a graphic organizer to organize information about problem or issue.
- Collaborative to produce a digital story about a significant local event or issue based on first-person interviews
- Analyze the resource citations in online materials for proper use
- Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
- Apply digital tools to collect, organize, and analyze data that support a scientific finding

Career Ready Practices

Indicators: CRPI, CRP2, CRP4, CRP6, CRP7, CRP8, CRP11, CRP12

- . Apply appropriate academic and technical skills.
- Act as a responsible and contributing citizen and employee.
- Communicate clearly and effectively and with reason.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies
- Use critical thinking to make sense of problems and persevere in solving them.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence



ROCHELLE PARK SCHOOL DISTRICT

21st Century Life and Careers

Progress Indicators: 9.2.4.A.1, 9.2.4.A.2, 9.1.4.A.1, 9.1.4.F.2

- Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- Identify various life roles and civic and work-related activities in the school, home, and community.
- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
- Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

NJSLS Progress Indicators

RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.8, RL.3.9, RL.3.10, RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.6, RI.3.7, RI.3.8, RI.3.9, RI.3.10, RF.3.3, RF.3.4., W. 3.1, W.3.2, W.3.3,W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, SL.3.1, SL.3.2, SL.3.3, SL.3.4., SL.3.5., SL.3.6. , L.3.1., L.3.2., L.3.3, L.3.4., L.3.5., L.3.6



ROCHELLE PARK SCHOOL DISTRICT

Literature

Enduring Understandings	Essential Questions
<ul style="list-style-type: none">● Reading is a lifelong skill that enhances learning and provides enjoyment.● Literature is a tool that expands our understanding of the world.● Reading serves different purposes.● Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.● Reading includes active listening and independent application of skills.● Fiction follows a predictable structure that helps us in comprehending what is read.● Good readers compare, infer, synthesize and make connections (text to text, text to word, text to self) to make text personally relevant and useful	<ul style="list-style-type: none">● Why do we read?● How does a student learn to read?● How does understanding the structure of a genre help us to better comprehend what we read?● What are the important elements of fiction?● How do I cite evidence when I respond to text?
Knowledge of Skills	
<p>Students will be able to:</p> <ul style="list-style-type: none">● 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.● 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.● Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.● Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.● 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.● Distinguish their own point of view from that of the narrator or those of the characters.	



ROCHELLE PARK SCHOOL DISTRICT

- 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).
- Compare, 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).
- By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Informational Text

Enduring Understandings	Essential Questions
<ul style="list-style-type: none">• Reading is a lifelong skill that enhances learning and provides enjoyment. • Reading serves different purposes.• Reading informational text expands our understanding of the world and its people.• Reading includes active listening and independent application of skills.• Informational texts have specific features that aid in understanding.• Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text.•	<ul style="list-style-type: none">• Why do we read informational texts?• How does reading informational text help us understand our world?• How does understanding the structure of a genre help us to better comprehend what we read?• What features of informational text can help me to comprehend informative text?• Why is it important to think while you read?
Knowledge of Skills	
<p>Students will be able to:</p> <ul style="list-style-type: none">• 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.	



ROCHELLE PARK SCHOOL DISTRICT

- Determine the main idea of a text; recount the key details and explain how they support the main idea.
- 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. Craft and Structure
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- Distinguish their own point of view from that of the author of a text. Integration of Knowledge and Ideas
- 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).
- 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.
- 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.
- By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Reading Foundational Skills

Enduring Understandings	Essential Questions
<ul style="list-style-type: none">● Reading with accuracy and fluency aids in comprehension.● Effective readers monitor their understanding of a text by adjusting their strategies.● Readers use language structure and context clues to identify the intended meaning of words and phrases they read in text.	<ul style="list-style-type: none">● How do we learn to read?● How do we figure out a word we do not recognize?● How does fluency affect comprehension?
Knowledge of Skills	
<p>Students will be able to:</p> <ul style="list-style-type: none">● Know and apply grade-level phonics and word analysis skills in decoding and encoding words.	



ROCHELLE PARK SCHOOL DISTRICT

- Identify and know the meaning of the most common prefixes and derivational suffixes.
- Decode words with common Latin suffixes.
- Decode multisyllable words.
- Read grade-appropriate irregularly spelled words.
- Read with sufficient accuracy and fluency to support comprehension.
 - Read grade-level text with purpose and understanding.
 - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Writing is a process used to communicate wants, needs, ideas, and knowledge. ● Writers get their ideas from their own personal experiences and from the world around them. ● Writing is a means to express ideas of importance and provide convincing evidence. ● Writing is a means to help others understand and learn. ● Writing is a means to share stories. ● The purpose for writing determines the genre. ● Good writers use a repertoire of strategies that enables them to vary form, style in order to write for different purposes, audiences, and contexts. ● Researchers gather and critique information on a topic from a variety of sources for specific purposes 	<ul style="list-style-type: none"> ● How do writers develop ideas to engage their audience and write with purpose? ● How does the genre of writing affect the way authors write?
Knowledge of Skills	



ROCHELLE PARK SCHOOL DISTRICT

Students will be able to:

- 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, and create an organizational structure that lists reasons.
 - Provide reasons that support the opinion.
 - Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
 - Provide a conclusion.
- Write **informative/explanatory** texts to examine a topic and convey ideas and information clearly.
 - Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
 - Develop the topic with facts, definitions, and details.
 - Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
 - Provide a conclusion.
- Write **narratives** to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
 - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally
 - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - Use temporal words and phrases to signal event order.
 - Provide a sense of closure.
- With guidance and support from adults, produce writing in which the development and organization are appropriate to **task and purpose**. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- With guidance and support from peers and adults, develop and strengthen writing as needed by **planning, revising, and editing**.
- With guidance and support from adults, use **technology to produce and publish** writing as well as to interact and collaborate with others.
- Conduct short **research** projects that build knowledge about a topic.
- Recall information from experiences or **gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories**.
- **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.



ROCHELLE PARK SCHOOL DISTRICT

Speaking and Listening

Enduring Understandings	Essential Questions
<ul style="list-style-type: none">• There is a structure that governs language, which allows us to communicate our message clearly.• Active listening helps us to navigate and understand our world.• Speakers question and share during a discussion to explore ideas and clarify thinking.• Good listeners focus to make sense of the message they hear so they can respond appropriately	<ul style="list-style-type: none">• Why is being an active listener important?• How do we speak so that others understand our message?
Knowledge of Skills	
<p>Students will be able to:</p> <ul style="list-style-type: none">• 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.<ul style="list-style-type: none">○ Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.○ 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).○ Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.○ Explain their own ideas and understanding in light of the discussion.• Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.• Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.• Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly	



ROCHELLE PARK SCHOOL DISTRICT

at an understandable pace.

- Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Command of the English language is important when speaking and writing. • Rules and conventions help readers and writers understand what is being communicated. 	<ul style="list-style-type: none"> • How do the rules of language affect communication? • How does having command of the English language affect of daily lives?
Knowledge and Skills	
<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> ○ Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. ○ Form and use regular and irregular plural nouns. ○ Use abstract nouns (e.g., childhood). ○ Form and use regular and irregular verbs. ○ Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses ○ Ensure subject-verb and pronoun-antecedent agreement. ○ Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. ○ Use coordinating and subordinating conjunctions. ○ Produce simple, compound, and complex sentences. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> ○ Capitalize appropriate words in titles. 	



ROCHELLE PARK SCHOOL DISTRICT

- Use commas in addresses.
- Use commas and quotation marks in dialogue.
- Form and use possessives.
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - Choose words and phrases for effect.
 - Recognize and observe differences between the conventions of spoken and written standard English.
- Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
 - Use sentence-level context as a clue to the meaning of a word or phrase.
 - 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).
 - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
 - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
 - Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
 - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
- 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).



ROCHELLE PARK SCHOOL DISTRICT

Assessment	Resources
<ul style="list-style-type: none">● <i>Journeys</i> Grab-and-Go! Resources: Standards-based supports organized by lesson, including:<ul style="list-style-type: none">○ Weekly Tests and Answer Keys○ Unit and Benchmark Assessments○ Running Records● Teacher Observation (whole class instruction and/or discussion)<ul style="list-style-type: none">○ Small-group instruction● Textbook Worksheets● Reader's/Writer's Workshop/Centers● Guided Reading● Rubrics● Quizzes● Journals● Essays● Projects● Portfolio● Exit Slips● Do-Nows● Graphic Organizers● Presentations● Powerpoints● Webquests● Homework/Classwork● Anecdotal Notes● Student Conferencing (student-student and student-teacher)● Peer Assessment	<p>Textbook: Houghton Mifflin Harcourt: <i>Journeys</i> ©2017</p> <ul style="list-style-type: none">● Teacher Edition and Teacher ebook● Leveled Readers/Lesson Plans● Audio Hub● Big Books● Biliteracy/Spanish Resources● Blend-It Books● Close Reader● Combination Classroom Planning Guide● Common Core ELA Exemplar Resource● Decodable Readers● Focus Walls● Grab-and-Go! Resources● HMH in the News● Instructional Cards● Interactive Whiteboard Lessons● iRead Videos● Literacy and Language Guide● Parent Resource● Projectables● Quick Start Pacing Guide● Reader's Notebook● Trade Books● Video Hub● Writing Handbook● Anchor Charts



ROCHELLE PARK SCHOOL DISTRICT

- Self-Assessment
- Computer-Based Assessments:
 - [Raz Kids](#)
 - Measuring Up Live

Potential Novel Units:

The Mouse and the Motorcycle by Beverly Cleary
Stone Fox by John Reynolds Gardiner
Chocolate Touch by Patrick Skene Catling

Additional Resources

- **Writing Workshop: Units of Study in Opinion, Information, and Narrative Writing, Grade 2 (Calkins)**
- [Raz Kids](#)