

## Curriculum Management System

### SADDLE BROOK SCHOOL DISTRICT

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Course Name: English Language Arts  
Grade: 3  
Date: October 2015

For adoption by all regular education programs  
as specified and for adoption or adaptation by  
all Special Education Programs in accordance  
with Board of Education Policy #2220.

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# SADDLE BROOK SCHOOL DISTRICT

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## Course Rationale

As a means of achieving College and Career Readiness, the English Language Arts Curriculum must define a vision of what it means to be a literate person in the twenty-first century. The skills and understanding that students must demonstrate have wide applicability outside the classroom. Students must undertake close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform critical reading necessary to pick carefully through the staggering amount of information available today digitally and in print. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. Students must demonstrate the cogent reasoning and use of evidence that is essential to deliberation and responsible citizenship. In short, students must develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

A Balanced Literacy Program is the means through which this can be accomplished. Such an instructional approach engages students in meaningful and purposeful reading and writing experiences on a regular basis. These experiences are intended to honor the various stages and vast ranges in diversity of literacy development present in every classroom.

The English Language Arts curriculum fosters students who:

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Develop understanding of other perspectives and cultures

# Scope and Sequence

## Grade 3

### Quarter I

Quarter I	
<p><b>Reading</b></p> <p><b><i>Being a Community of Readers</i></b></p> <ul style="list-style-type: none"> <li>Establish reading goals</li> <li>What good writers look like during reading activities</li> <li>Choosing appropriate books</li> <li>Build reading stamina</li> <li>Respond to texts orally</li> <li>Text discussions</li> <li>Respect all readers regardless of ability and interests</li> </ul> <p><b><i>Strategies for Reading</i></b></p> <ul style="list-style-type: none"> <li>Setting a purpose for reading</li> <li>Rereading to self-correct and check understanding</li> <li>Components of fluency</li> <li>Choral and echo reading of poetry</li> </ul> <p><b><i>Comprehension of Fictional Literary Texts</i></b></p> <ul style="list-style-type: none"> <li>Make predictions while reading</li> <li>Text-to-self connections</li> <li>Discuss illustrations and how they contribute to text</li> <li>Summarizing</li> <li>Text discussions</li> <li>Activate prior knowledge before reading</li> </ul>	<p><b>Writing</b></p> <p><b><i>Being A Community of Writers</i></b></p> <ul style="list-style-type: none"> <li>Structures and routines of Writer’s Workshop</li> <li>Writing process</li> <li>Expectations for writing practices</li> <li>Writing notebook</li> <li>Appropriate feedback to peers</li> <li>Collection strategies</li> <li>Mentor texts and determining author’s purpose</li> <li>Build writing stamina, providing prompts and free writing time</li> <li>Habits of good writers</li> <li>Be respectful to all writers</li> </ul> <p><b><i>Narrative Writing: Personal Narrative</i></b></p> <ul style="list-style-type: none"> <li>Collection strategies for personal writing task</li> <li>Prewriting strategies to organize thoughts and map out sequence of events</li> <li>Mentor texts - craft and skills</li> <li>Hooks, details, endings, and dialogue</li> <li>Appropriate feedback</li> <li>Revision and editing strategies</li> <li>Word choice and figurative language</li> </ul> <p><b><i>Opinion Writing: Response to Literature</i></b></p> <ul style="list-style-type: none"> <li>Respond to texts through prompts, questions, and free response</li> <li>Context vocabulary</li> <li>Organizing responses to literature</li> <li>Distinguish own point of view from author’s</li> <li>Text connections</li> <li>Clearly state opinion and support with text evidence and own thoughts and feelings</li> <li>Evidence based terms</li> </ul>
<p><b>Reading Literature</b></p> <ul style="list-style-type: none"> <li>Story retelling</li> <li>Answer text based questions using evidence</li> <li>Elements of a story using story maps</li> <li>Illustrations emphasize aspects of setting</li> <li>Describe story characters (feelings)</li> <li>Sequence of events</li> <li>Different genres of literature</li> </ul>	<p><b>Reading Informational Text</b></p> <ul style="list-style-type: none"> <li>Text and graphic features</li> <li>Referring back and using text evidence to answer questions and respond to text</li> <li>Main idea and supporting details</li> <li>Content vocabulary using context clues and other resources</li> </ul>
<p><b>Word Study (Phonics, Spelling &amp; Vocabulary)</b></p> <ul style="list-style-type: none"> <li>Prefixes (in-, im-, dis-, pre-) and use knowledge of prefix added to known word to find meaning</li> <li>Context clues to find meaning of unknown words</li> </ul>	<p><b>Grammar and Usage</b></p> <ul style="list-style-type: none"> <li>Nouns and pronouns</li> <li>Regular and irregular plural nouns</li> <li>Possessives</li> </ul>

<ul style="list-style-type: none"> <li>• Spelling patterns</li> <li>• Glossaries and dictionaries</li> <li>• Syllable types (closed, open, magic e, vowel team)</li> <li>• Syllable division patterns (VCV, VV)</li> <li>• Homophones and compound words</li> <li>• Irregularly spelled words</li> <li>• High frequency words</li> </ul>	<ul style="list-style-type: none"> <li>• Commas and quotation marks in dialogue</li> <li>• Capitalization (words in a title)</li> </ul>
<b>Handwriting</b> <ul style="list-style-type: none"> <li>• Lowercase cursive letters, formation and connection</li> <li>• Proper posture, paper placement and grasping grip</li> <li>• Incorporate into daily writing activities</li> </ul>	

Quarter II	
<b>Reading</b> <b><i>Strategies for Reading</i></b> <ul style="list-style-type: none"> <li>• Setting a purpose for reading</li> <li>• Components of fluency</li> <li>• Audio recordings of read alouds</li> <li>• Read alouds of poetry with accuracy, appropriate rate, and expression</li> <li>• Prefixes/suffixes to find meaning while reading</li> <li>• Decoding (multisyllable words)</li> <li>• Irregularly spelled words</li> </ul> <b><i>Comprehension of Fictional Literary Texts</i></b> <ul style="list-style-type: none"> <li>• Text to text connections</li> <li>• Visualization</li> <li>• Determining importance</li> <li>• Literal and nonliteral meaning</li> <li>• Predictions</li> <li>• Questioning</li> <li>• Summarizing</li> <li>• Text discussions</li> </ul>	<b>Writing</b> <b><i>Opinion Writing: Reviews</i></b> <ul style="list-style-type: none"> <li>• Mentor texts, characteristics of the genre</li> <li>• Persuasive language</li> <li>• Prewriting strategies including graphic organizers</li> <li>• Organizing information</li> <li>• Hooks, transitions, and conclusions</li> <li>• Reasons and details to elaborate</li> <li>• Precise language</li> <li>• Revision and editing strategies</li> </ul> <b><i>Informative/Explanatory Writing</i></b> <ul style="list-style-type: none"> <li>• Components and structures of the genre</li> <li>• Summaries and descriptions</li> <li>• Text and graphic features</li> <li>• Leads, development, and conclusions</li> <li>• Sources of information</li> </ul>
<b>Reading Literature</b> <ul style="list-style-type: none"> <li>• Story retelling</li> <li>• Answer text based questions using evidence</li> <li>• Elements of a story and story maps</li> <li>• Illustrations emphasize aspects of setting</li> <li>• Story characters (traits and feelings)</li> <li>• Sequence of events</li> <li>• Genres of literature</li> </ul>	<b>Reading Informational Text</b> <ul style="list-style-type: none"> <li>• Text and graphic features</li> <li>• Referring back and using text evidence to answer questions and respond to text</li> <li>• Main idea and supporting details</li> <li>• Content vocabulary using context clues and other resources</li> <li>• Cause and effect relationships</li> </ul>
<b>Word Study (Phonics, Spelling, Vocabulary)</b> <ul style="list-style-type: none"> <li>• Suffixes (-ful, -er, -or)</li> <li>• Context clues to find meaning of unknown words</li> <li>• Dictionaries and glossaries</li> <li>• Syllable types (controlled r, diphthong, consonant -le)</li> <li>• Syllable division patterns (VCCV, VCCCV)</li> <li>• Spelling patterns</li> <li>• Irregularly spelled words &amp; high frequency words</li> </ul>	<b>Grammar and Usage</b> <ul style="list-style-type: none"> <li>• Verbs</li> <li>• Simple verb tenses</li> <li>• Subject-verb agreement</li> <li>• Simple, compound, and complex sentences</li> </ul>
<b>Handwriting</b> <ul style="list-style-type: none"> <li>• Lowercase cursive letters, formation and connection</li> <li>• Proper posture, paper placement and grasping grip</li> <li>• Incorporate into daily writing activities</li> </ul>	

## Quarter III

### Reading

#### **Strategies for Reading**

- Setting a purpose for reading
- Components of fluency
- Oral reading
- Reading punctuation
- Prefixes/suffixes to find meaning while reading
- Decoding (multisyllable words)
- Irregularly spelled words

#### **Comprehension of Fictional Literary Texts**

- Text to self and to text connections
- Visualization
- Determining importance
- Inferences
- Referring back for text evidence
- Predictions
- Questioning
- Summarizing
- Text discussions

### Writing

#### **Informative/Explanatory Writing: Research Writing**

- Search engines and selecting websites/resources
- Graphic organizers and research questions to drive research
- Note taking
- Organizing information
- Leads and conclusions
- Linking words and phrases
- Developing a topic (facts, definitions, descriptions, details)
- Graphic and text features

### Reading Literature

- Story retelling (present to peers)
- Answer text based questions using evidence
- Elements of a story and story maps
- Illustrations emphasize aspects of setting
- Character analysis (traits, feelings, motives, what other character's say)
- Character development throughout a story
- Sequence of events
- Personal point of view

### Reading Informational Text

- Text and graphic features
- Referring back and using text evidence to answer questions and respond to text
- Content vocabulary using context clues and other resources
- Locating information, print and digital sources
- Distinguishing personal viewpoint from author's
- Main idea and supporting details in diverse media/formats
- Compare/contrast ideas in texts on same topic
- Steps in a sequence within a text
- Relationship between historical events, scientific ideas, and/or technical procedures within a text
- Report on a topic/text
- Relevant details

### Word Study (Phonics, Spelling, Vocabulary)

- Prefixes (un-, re-, bi-)
- Adding suffixes
- Latin suffixes (-able, -ible, -met, -ation)
- Context clues to find meaning of unknown words
- Print and digital resources
- Spelling patterns
- Literal and nonliteral meaning
- Irregularly spelled words
- High frequency words

### Grammar and Usage

- Adjectives
- Comparative and superlative adjectives
- Subject-verb agreement
- Pronoun-antecedent agreement
- Commas in addresses
- Regular and irregular plural nouns

### Handwriting

- Reinforce upper- and lowercase cursive letters, formation and connection
- Legibility
- Incorporate into daily writing activities

## Quarter IV

### Reading

#### **Strategies for Reading**

- Setting a purpose for reading
- Components of fluency
- Oral reading
- Reading punctuation
- Prefixes/suffixes to find meaning while reading
- Decoding (multisyllable words)
- Irregularly spelled words

#### **Comprehension of Fictional Literary Texts**

- Text to text and to world connections
- Determining importance
- Inferences & Questioning
- Referring back for text evidence
- Reading the illustrations (contribution to text, creation of mood)
- Text discussions

### Writing

#### **Narrative Writing: Fictional Narrative**

- Elements of fiction – setting, characters, sequence of events
- Story structure
- Prewriting strategies
- Character development
- Hooks, details, dialogue, and endings
- Revision and editing strategies
- Word choice and figurative language

### Reading Literature

#### **Traditional Literature**

- Story retelling
- Folktales, myths, fables, and legends from various cultures and time periods
- Story elements
- Character analysis – traits and motives
- Character development throughout a story
- Comparison of settings, themes, and characters across similar texts
- Determining moral, lesson, central message, or theme
- Fluency and comprehension
- Referring back to locate evidence
- Illustrations emphasize aspects of setting
- Sequence of events

### Reading Informational Text

- Text and graphic features
- Referring back and using text evidence to answer questions and respond to text
- Content vocabulary using context clues and other resources
- Steps in a sequence within a text
- Relationship between historical events, scientific ideas, and/or technical procedures within a text

### Word Study (Phonics, Spelling, Vocabulary)

- Suffixes (-less, -y, -ly)
- Adding suffixes (doubling consonants, y and e endings)
- Latin suffixes (-able, -ible, -met, -ation)
- Spelling patterns
- Shades of meaning among related words
- States of mind and degrees of certainty
- Connection between words and their use
- Irregularly spelled words & high frequency words

### Grammar and Usage

- Adverbs
- Comparative and superlative adverbs
- Subject-verb agreement
- Pronoun-antecedent agreement
- Coordinating and subordinating conjunctions

### Handwriting

- Reinforce upper- and lowercase cursive letters, formation and connection

## Unit Plans

### Grade 3

#### Being a Community of Readers

Timeline: 4 weeks

##### Enduring Understandings:

- One becomes a better reader when appropriate reading materials are chosen.
- People read for a variety of reasons including for enjoyment, to become better readers/writers, and to learn about the world.
- Readers reflect on and share what they have read.

##### Essential Questions:

- What role does reading play in our lives and for what reasons do people read?
- How can I contribute to the community of readers?
- What aspects of a text are important to reflect upon in writing and discussion?

#### Strategies for Good Readers

Timeline: Ongoing

##### Enduring Understandings:

- Fluent readers gain meaning by reading with expression and using various reading strategies throughout the reading process.
- An effective reader must learn to decode print with automaticity, read texts fluently and accurately, and understand what has been read to gain meaning.

##### Essential Questions:

- How do readers construct meaning from text?
- How can I effectively self-monitor and self-correct as I am reading?
- Why does setting a purpose for reading motivate me to dig deeper into the text?
- How does reading fluently help me to comprehend the text?

#### Conventions of Standard English: Word Study (Phonics, Spelling, Vocabulary)

Timeline: Ongoing

##### Enduring Understandings:

- Phonics involves the system of relationships between letters and sounds.
- Extensive knowledge of vocabulary leads to deeper comprehension.
- An individual's vocabulary continuously grows through reading, writing, speaking and listening.

##### Essential Questions:

- How do letter sounds and patterns help us read and spell words?
- What strategies can I use to determine the meaning of an unknown word?
- How can parts of a word be used to determine the meaning of a new word?



Reading Literature		Timeline: Ongoing
<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Fictional literature is made up of several genres in which the author tells a story either real or imagined.</li> <li>Fictional literature has identifiable and common story elements.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How does knowing the elements of literature enhance the understanding of fictional narrative?</li> <li>What kind of details help me identify when and where a story takes place?</li> <li>How do a character's actions contribute to the sequence of events?</li> </ul>	

Reading Literature: Traditional Literature		Timeline: 9 weeks
<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Many cultures told the same stories, but the elements reflect the culture that was telling the tale.</li> <li>The themes of traditional tales are universal.</li> <li>Traditional stories often convey a moral, lesson or message.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>Why are people from around the world able to relate to the themes of traditional literature?</li> <li>What strategies can I use to determine the central message, moral and lesson of a traditional story?</li> <li>What can fables, folktales, and myths teach us and how can it be applied to our lives?</li> </ul>	

Reading Literature: Comprehension of Fictional Literary Text		Timeline: Ongoing
<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>While reading, we combine what we already know with text clues to infer meaning.</li> <li>We must be actively engaged in reading to visualize what the author is describing.</li> <li>My ability to summarize the important events from a fictional text after reading shows strong comprehension.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How do readers apply reading strategies to improve comprehension?</li> <li>How do the illustrations contribute to what is being conveyed in the author's words?</li> <li>How can I self-monitor my comprehension of fictional texts and what should I do if I have a problem?</li> </ul>	

Reading Informational Text		Timeline: Ongoing
<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Informational text conveys information/facts about a variety of topics.</li> <li>Identifying and analyzing text structures and features will help me to navigate and comprehend an informational text.</li> <li>It is important to think about my thinking on a text before, during and after reading.</li> <li>Readers know how to focus their thinking around the important information in a text in order to understand the main idea.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How do readers use informational text to find and share information?</li> <li>How do effective readers understand informational text?</li> <li>How can I use text features to navigate the text and find specific information on the topic?</li> <li>How can I self-monitor my comprehension of informational texts and what should I do if I have a problem?</li> </ul>	

Being a Community of Writers		Timeline: 4 weeks
<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Writing is a creative process that takes extended time and has multiple steps.</li> <li>• Writing is a form of communication and can be used to express an opinion, tell a story, or teach others.</li> <li>• Through structure and routine, writer's workshop can be a productive and purposeful time to share and communicate ideas.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How can I best contribute to the community of writers in terms of my manners, behaviors and work habits?</li> <li>• How do structure, routines and rituals aide in the writing process?</li> <li>• What role does writing play in our lives and where do writers get ideas?</li> </ul>	

Handwriting		Timeline: Ongoing
<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Writing in cursive will allow me to get my thoughts down on paper quickly.</li> <li>• The more legible my handwriting is, the better I communicate with others.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What role does handwriting play in communication?</li> <li>• Why it is important to write legibly?</li> <li>• What strategies can I use to improve my handwriting?</li> </ul>	

Conventions of Standard English: Grammar and Usage in Writing and Speaking		Timeline: Ongoing
<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Proper grammar and mechanics promote fluency of written and oral communication.</li> <li>• Conventions are rules that have been established to standardize written and oral communication.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• Why is it important to use correct grammar when writing and speaking?</li> <li>• Why is it important to use correct capitalization and punctuation when writing?</li> </ul>	

Narrative Writing: Personal Narratives		Timeline: 7 weeks
<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Writing details that are rich in sensory language and feelings will help my reader truly understand my experience.</li> <li>• When writing a story, it is important to take my reader through the experience using a clear sequence of events.</li> <li>• All steps in the writing process serve an important purpose on the path towards my final writing piece.</li> <li>• Writers are influenced by other writers.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How can writing about my personal experiences provide entertainment and enjoyment for others?</li> <li>• What strategies can I use during prewriting to ensure my story has a clear sequence of events?</li> <li>• How can I use the constructive feedback of my teachers and classmates to improve my writing?</li> <li>• How can sensory details and dialogue help my story come alive?</li> </ul>	

Narrative Writing: Fictional Narratives		Timeline: 8 weeks
<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● Good writers show how a character is feeling through his/her thoughts, words and actions in response to situations rather than stating the feelings directly.</li> <li>● Fictional stories often follow a structure that involves a rise and fall in action.</li> <li>● Spending time reading and discussing fiction will help me be a better fiction writer.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● How can authors use life experiences to generate ideas for fictional writing?</li> <li>● How do authors of fiction get the audience hooked and keep the readers engaged?</li> <li>● How can I create and develop a strong fictional character to center my story around?</li> </ul>	

Informative/Explanatory Writing		Timeline: 4 weeks
<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● The purpose of informative writing is to communicate information about a topic using facts, details and descriptions.</li> <li>● Pairing purposeful illustrations with my nonfiction writing can help my readers understand a concept.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● How do writers communicate information clearly and accurately to others?</li> <li>● How can I develop a topic when writing an informative piece?</li> </ul>	

Informative/Explanatory Writing: Research Writing		Timeline: 9 weeks
<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● Research writing is based on information gathered from sources other than the writer's own imagination or everyday experiences.</li> <li>● Researchers use a variety of sources and strategies to gather and record information.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● How do writers use a research process to find and share information?</li> <li>● What strategies and tools will help me keep my notes organized throughout the research process?</li> <li>● How can graphic and text features help my readers navigate and comprehend my research report?</li> </ul>	

Opinion Writing: Reviews		Timeline: 8 weeks
<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● Opinion writing is a means to communicate one's beliefs and thoughts on a topic.</li> <li>● Opinion writing can be found in a variety of formats and in many different types of print and media.</li> <li>● In order to write a convincing piece, I need to select the strongest reasons and support them with details, descriptions and examples.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● How can I be the most effective in persuading my audience through writing?</li> <li>● How should I structure my opinion writing so that my thoughts and beliefs are organized and clearly conveyed?</li> <li>● Why should I consider both sides of an argument when writing an opinion piece?</li> </ul>	

## Opinion Writing: Literature Response

Timeline: 3 weeks then ongoing

### Enduring Understandings:

- When writing an opinion in response to literature, it is important to refer back to the text for evidence.
- I can make connections to my own life, other texts, or the world when writing in response to a text.

### Essential Questions:

- Why is it important to jot down my thoughts on a text while I am reading?
- How can I structure my response to literature so my point of view is clearly expressed and supported?