

TOWNSHIP OF UNION PUBLIC SCHOOLS



ESL Grade 3

Curriculum Guide

Curriculum Guide Re Approved December 2018



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TOWNSHIP OF UNION PUBLIC SCHOOLS
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Director of Athletics, Health, Physical Education and Nurses.....Ms. Linda Ionta

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Art/MusicMr. Ronald Rago

ESL Grade 3

Curriculum Committee Members

**Diana Zachek
Jennifer Butter**

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Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principles.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**

Course Description

This course has been designed to aid the students in learning to use the English language correctly and effectively by participating in a variety of language activities that foster the development of English language skills. In addition, an appreciation of various cultures and critical thinking are emphasized.

The ESL (English as a Second Language Program) is a pull-out program. The ELL (English Language Learner) is pulled out of the regular classroom for special instruction in ESL for the minimum of 30 minutes daily.

This guide has been created to assist third grade ELLs in meeting the goals required to master English language proficiencies as outlined by the WIDA and Common Core Standards. The guide consists of daily content and language objectives in the following areas: listening, speaking, reading, and writing. Lessons are based on research-based Treasure Chest by Macmillian/McGraw- Hill, which is a program specifically designed for ELLs using the ELA program, Treasures in the mainstream classroom.

Recommended Textbooks

Macmillian/McGraw-Hill Treasure Chest for English Language Learners Program

Supplemental Book List:

Animals

Animals Should Definitely Not Wear Clothing

The Grouchy Ladybug

Color Zoo

The Alphabet in Nature

Once Upon MacDonald's Farm

Animals Born Alive Well

Chickens Aren't the Only Ones

How the Camel Got His Hump

The Tiger Who Lost His Stripes

Welcome to the Greenhouse

The Mitten

J. Barrett

E. Carle

L. Ehler

J. Feldman

S. Gammell

R. Heller

R. Heller

R. Kipling

A. Paul

J. Yolen

J. Brett

Baths

To Bathe a Boa

Harry the Dirty Dog

No More Baths

C. I. Kidrna

G. Zion

B. Cole

Body

The Magic School Bus Inside the Human Body
Goodness Gracious!
The Dancing Skeleton

J. Cole
P. Cummings
C. DeFelice

Cause and Effect

The Bee Tree
If You Give a Mouse a Cookie
If You Give a Pig a Pancake
If You Give a Moose a Muffin
If You Take a Mouse to School

P. Polacco
L. Numeroff
L. Numeroff
L. Numeroff
L. Numeroff

Circus

Circus
Chester the Worldly Pig

L. Ehlert
B. Peet

Classification/Sorting

Allsorts
Hats, Hats, Hats
A House Is A House For Me
People
Waldo Series

T. Wells
A. Morris
M. Hoberman
P. Spier
M. Handford

Clothing

The Jacket I Wear in the Snow
Million Dollar Jeans
No Roses for Harry
Something from Nothing
The Principal's New Clothes
Hats, Hats, Hats

S. Nietzel
R. Roy
G. Zion
P. Gilman
S. Calmenson
A. Morris

Colors

Brown Bear, Brown Bear What Do You See?
The Mixed-Up Chameleon
Thinking About Colors

B. Martin
E. Cale
J. Jenkins

Days of the Week

Today is Monday
Mortimer Mooner Stopped Taking a Bath
Heckedy Peg

E. Carle
F. Edwards
A. Wood

Family

The Patchwork Quilt
A Baby Sister for Frances
A Chair for My Mother
In for Winter Out for Spring (poems)
Grandfather's Journey

V. Flourney
R. Hoban
V. Williams
A. Adoff
A. Say

Farm

Too Many Chickens
Color Farm
The Day the Goose Got Loose
How Now Brown Cow (poetry)

P. Bourgeois
L. Ehlert
R. Lindbergh
A. Schertle

Food

Cloudy with a Chance of Meatbals
Growing Vegetable Soup
Bread, Bread, Bread
Stone Soup
Strega Nona
Tony's Bread
How to Eat a Poem & Other Morsels: Food Poems

J. Barrett
L. Ehlert
A. Morris
M. Brown
T. DePaola
T. DePaola
R. Agree

Course Proficiencies

Students will be able to...

Reading

- Identify key ideas and details in Literature and Informational text. (RL.3.1RL.3.3, RI.3.1, RI.3.3)
- Identify craft and structure in Literature and informational text. (RL.3.4- RL.3.6, RI.3.4-RI.3.6)
- Integrate knowledge and ideas in literature and informational text. (RL.3.7, RL.3.9, RI.3.7-RI.3.9)
 - Know and apply grade-level phonics and word analysis skills in decoding words. (RF.3.3)
- Read with sufficient accuracy and fluency to support comprehension. (RF.3.4)

Speaking and Listening

- Engage effectively in a collaborative range of discussions with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (SL.3.1)
- Determine the main ideas to supporting details for a text read aloud or information presented in diverse media and formats. (SL.3.2)
- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (SL.3.3)
- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (SL.3.4)

- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (SL.3.6)

Writing

- Write opinion pieces on topics or texts, supporting a point of view with reasons. (W.3.1)
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.3.2)
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (W.3.3)
- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (W.3.4)
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (W.3.5)
- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (W.3.8)

Language

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (L.3.1)
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (L.3.2)

- Use Knowledge of language and its conventions when writing, speaking, reading, or listening. (L.3.3)
- 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. (L.3.4)
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
(L.3.5)
- Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships. (L.3.6)

Curriculum Units

Unit 1: **Let's Learn**

Unit 2: **Neighborhoods and Communities**

Unit 3: **Express Yourself**

Unit 4: **Working Together**

Unit 5: **Amazing Animals**

Unit 6: **Storytellers**

* Holidays and cultural responsiveness will be taught and discussed throughout the year.

Pacing Guide- Course

Content

Number of Days

Unit 1: Let's Learn

October-Early November

30 days

Unit 2: Neighborhood and Communities

Mid-November- December

30 days

Unit 3: Express yourself

Late December-January

30 days

Unit 4: Working Together

February-Mid March

30 days

Unit 5: Amazing Animals

Mid-March-April

30 days

Unit 6: Storytellers

May-June

30 days

Unit 1: Let's Learn

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Week 1: Changes</u></p> <ul style="list-style-type: none"> • What changes have you had in your life? • How does it feel to try something new? <p><u>Week 2: The Power of Stories</u></p> <ul style="list-style-type: none"> • What are some people, animals, or places you have read about? • What can we learn from reading a story? <p><u>Week 3: Natural Resources</u></p> <ul style="list-style-type: none"> • What resources come from the Earth? • How do we use water every day? 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Fluency, Oral Presentation, Retell, Oral Vocabulary, Academic Language</p> <p><u>Reading</u> Character, Setting, Plot; Cause and Effect; Main Idea and Details; Compare and Contrast; Make and Confirm Predictions</p> <p><u>Writing</u> Personal Narrative, Ideas</p> <p><u>Grammar</u> Statements and Questions; Commands and Exclamations; Subjects; Predicates; Compound Sentences</p>	<ul style="list-style-type: none"> • Vocabulary Visual Resources • Vocabulary Practice • Thematic Slideshows and discussion • Thematic word web • Oral vocabulary Story Cards • Reader's response writing • Practice Book • Leveled Readers • Grammar smart board and iPad games • Holiday and Cultural activities 	<ul style="list-style-type: none"> • Teacher observations/ anecdotal notes • Journals • Portfolio • Practice Book • Oral presentations • Comprehension questions

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Week 4: Wolves</u></p> <ul style="list-style-type: none"> • What do you know about wolves? • Do wolves look like dogs? How? <p><u>Week 5: My Favorite Places</u></p> <ul style="list-style-type: none"> • Do you have a favorite place where you play games, tell stories, or read? • Where is your favorite place? What do you do here? <p><u>Holidays</u></p> <ul style="list-style-type: none"> • What is Columbus Day? • How do we celebrate Halloween? 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Fluency, Oral Presentation, Retell, Oral Vocabulary, Academic Language</p> <p><u>Reading</u> Character, Setting, Plot; Cause and Effect; Main Idea and Details; Compare and Contrast; Make and Confirm Predictions</p> <p><u>Writing</u> Personal Narrative, Ideas</p> <p><u>Grammar</u> Statements and Questions; Commands and Exclamations; Subjects; Predicates; Compound Sentences</p>	<ul style="list-style-type: none"> • Vocabulary Visual Resources • Vocabulary Practice • Thematic Slideshows and discussion • Thematic word web • Oral vocabulary Story Cards • Reader's response writing • Practice Book • Leveled Readers • Grammar smart board and iPad games • Holiday and Cultural activities 	<ul style="list-style-type: none"> • Teacher observations/ anecdotal notes • Journals • Portfolio • Practice Book • Oral presentations • Comprehension questions

Unit 2: Neighborhoods and Communities

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Week 1: Neighborhood Businesses</u></p> <ul style="list-style-type: none"> • Where in your neighborhood do people work and buy things? • What are some different types of businesses in your neighborhood? <p><u>Week 2: Environments</u></p> <ul style="list-style-type: none"> • In what type of place do we live? • What do all plants and animals need to survive? <p><u>Week 3: Communities</u></p> <ul style="list-style-type: none"> • Who are your neighbors? • What is your neighborhood like? 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Fluency, Oral Presentation, Retell, Oral Vocabulary, Academic Language</p> <p><u>Reading</u> Sequence; Draw Conclusions; Main Idea and Details; Author's Purpose; Theme</p> <p><u>Writing</u> Expository Writing, Word Choice</p> <p><u>Grammar</u> Common and Proper Nouns, Singular and Plural Nouns, Irregular Plural Nouns, Possessive Nouns, Sentence Combining Nouns</p>	<ul style="list-style-type: none"> • Vocabulary Visual Resources • Vocabulary Practice • Thematic Slideshows and discussion • Thematic word web • Oral vocabulary Story Cards • Reader's response writing • Practice Book • Leveled Readers • Grammar smart board and iPad games • Holiday and Cultural activities 	<ul style="list-style-type: none"> • Teacher observations/ anecdotal notes • Journals • Portfolio • Practice Book • Oral presentations • Comprehension questions

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Week 4: Working Together</u></p> <ul style="list-style-type: none"> • What do you do to help your community? • How can we work together to keep our school safe and clean? <p><u>Week 5: Neighbors</u></p> <ul style="list-style-type: none"> • Who are your neighbors? • How can we be good neighbors? <p><u>Holidays</u></p> <ul style="list-style-type: none"> • What traditional food do people eat for Thanksgiving? • What do you know about Hanukkah? • How do people celebrate Kwanzaa? 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Fluency, Oral Presentation, Retell, Oral Vocabulary, Academic Language</p> <p><u>Reading</u> Sequence; Draw Conclusions; Main Idea and Details; Author's Purpose; Theme</p> <p><u>Writing</u> Expository Writing, Word Choice</p> <p><u>Grammar</u> Common and Proper Nouns, Singular and Plural Nouns, Irregular Plural Nouns, Possessive Nouns, Sentence Combining Nouns</p>	<ul style="list-style-type: none"> • Vocabulary Visual Resources • Vocabulary Practice • Thematic Slideshows and discussion • Thematic word web • Oral vocabulary Story Cards • Reader's response writing • Practice Book • Leveled Readers • Grammar smart board and iPad games • Holiday and Cultural activities 	<ul style="list-style-type: none"> • Teacher observations/ anecdotal notes • Journals • Portfolio • Practice Book • Oral presentations • Comprehension questions

Unit 3: Express yourself

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Week 1: Being a Writer</u></p> <ul style="list-style-type: none"> • What does a writer do? • What do you like to write about? <p><u>Week 2: E-Mail</u></p> <ul style="list-style-type: none"> • How do you send an e-mail? • What do you use to write an email? <p><u>Week 3: Inventions</u></p> <ul style="list-style-type: none"> • What inventions do you know? • What do inventions do? <p><u>Week 4: Painting</u></p> <ul style="list-style-type: none"> • What do you know about painting? • What is a painting? 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Fluency, Oral Presentation, Retell, Oral Vocabulary, Academic Language</p> <p><u>Reading</u> Author's Purpose; Character, Setting, Plot; Cause and Effect; Sequence; Make Inferences</p> <p><u>Writing</u> How-To Letter; Ideas; Voice; Organization; Word Choice</p> <p><u>Grammar</u> Action Verbs; Present-Tense Verbs; Past-Tense Verbs; Future Tense Verbs; Combining with Verbs</p>	<ul style="list-style-type: none"> • Vocabulary Visual Resources • Vocabulary Practice • Thematic Slideshows and discussion • Thematic word web • Oral vocabulary Story Cards • Reader's response writing • Practice Book • Leveled Readers • Grammar smart board and iPad games • Holiday and Cultural activities 	<ul style="list-style-type: none"> • Teacher observations/ anecdotal notes • Journals • Portfolio • Practice Book • Oral presentations • Comprehension questions

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Week 5: Stories</u></p> <ul style="list-style-type: none"> • What is one story you like to tell? • What stories do your family members tell? <p><u>Holidays:</u></p> <ul style="list-style-type: none"> • What is a tradition that you and your family have for Christmas? • When do we celebrate New Year? • Who was Martin Luther King Jr.? 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Fluency, Oral Presentation, Retell, Oral Vocabulary, Academic Language</p> <p><u>Reading</u> Sequence; Draw Conclusions; Main Idea and Details; Author's Purpose; Theme</p> <p><u>Writing</u> Expository Writing, Word Choice</p> <p><u>Grammar</u> Common and Proper Nouns, Singular and Plural Nouns, Irregular Plural Nouns, Possessive Nouns, Sentence Combining Nouns</p>	<ul style="list-style-type: none"> • Vocabulary Visual Resources • Vocabulary Practice • Thematic Slideshows and discussion • Thematic word web • Oral vocabulary Story Cards • Reader's response writing • Practice Book • Leveled Readers • Grammar smart board and iPad games • Holiday and Cultural activities 	<ul style="list-style-type: none"> • Teacher observations/ anecdotal notes • Journals • Portfolio • Practice Book • Oral presentations • Comprehension questions

Unit 4: Working Together

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Week 1: Good Deeds</u></p> <ul style="list-style-type: none"> • Can you think of and describe a good deed? • How do people help others? <p><u>Week 2: Trickster Tales</u></p> <ul style="list-style-type: none"> • What does it mean to play a trick on someone? • Why do you think authors tell trickster tales? <p><u>Week 3: Volunteering</u></p> <ul style="list-style-type: none"> • What is a volunteer? • How do people take care of the garden? 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Fluency, Oral Presentation, Retell, Oral Vocabulary, Academic Language</p> <p><u>Reading</u> Draw Conclusions; Theme; Problem and Solution; Sequence</p> <p><u>Writing</u> Fictional Narrative; Voice, Ideas, Word Choice</p> <p><u>Grammar</u> Verbs <i>Be</i>, and <i>Have</i>; Linking Verbs; Contractions with Not, Main and Helping Verbs, Irregular Verbs</p>	<ul style="list-style-type: none"> • Vocabulary Visual Resources • Vocabulary Practice • Thematic Slideshows and discussion • Thematic word web • Oral vocabulary Story Cards • Reader's response writing • Practice Book • Leveled Readers • Grammar smart board and iPad games • Holiday and Cultural activities 	<ul style="list-style-type: none"> • Teacher observations/ anecdotal notes • Journals • Portfolio • Practice Book • Oral presentations • Comprehension questions

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Week 4: Working Together as a Family</u></p> <ul style="list-style-type: none"> • When do families work together and help each other? • Who are family members? <p><u>Week 5: The Night Sky</u></p> <ul style="list-style-type: none"> • What can you see when there are no clouds in the dark night sky? • What do you know about the lights in the sky? <p><u>Holidays:</u></p> <ul style="list-style-type: none"> • Do you celebrate Valentine’s Day? • What famous African American do you know? 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Fluency, Oral Presentation, Retell, Oral Vocabulary, Academic Language</p> <p><u>Reading</u> Draw Conclusions; Theme; Problem and Solution; Sequence</p> <p><u>Writing</u> Fictional Narrative; Voice, Ideas, Word Choice</p> <p><u>Grammar</u> Verbs <i>Be</i>, and <i>Have</i>; Linking Verbs; Contractions with Not, Main and Helping Verbs, Irregular Verbs</p>	<ul style="list-style-type: none"> • Vocabulary Visual Resources • Vocabulary Practice • Thematic Slideshows and discussion • Thematic word web • Oral vocabulary Story Cards • Reader’s response writing • Practice Book • Leveled Readers • Grammar smart board and iPad games • Holiday and Cultural activities 	<ul style="list-style-type: none"> • Teacher observations/ anecdotal notes • Journals • Portfolio • Practice Book • Oral presentations • Comprehension questions

Unit 5: Amazing Animals

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Week 1: Antarctic Life</u></p> <ul style="list-style-type: none"> • What do you know about Antarctica? • What animals live in Antarctica? <p><u>Week 2: Animal Homes</u></p> <ul style="list-style-type: none"> • Why do animals build homes? • What kind of animal homes can you name? <p><u>Week 3: Unusual Animals</u></p> <ul style="list-style-type: none"> • Do you know anyone who has an unusual animal as a pet? • What kinds of unusual animals have you seen? 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Fluency, Oral Presentation, Retell, Oral Vocabulary, Academic Language</p> <p><u>Reading</u> Main Idea and Details; Descriptions; Cause and Effect; Draw Conclusions: Compare and Contrast</p> <p><u>Writing</u> Research Report, Ideas, Sentence Fluency, Organization</p> <p><u>Grammar</u> Pronouns; Subject and Object Pronouns; Pronoun-Verb Agreement; Possessive Pronouns; Pronoun-Verb Contractions</p>	<ul style="list-style-type: none"> • Vocabulary Visual Resources • Vocabulary Practice • Thematic Slideshows and discussion • Thematic word web • Oral vocabulary Story Cards • Reader's response writing • Practice Book • Leveled Readers • Grammar smart board and iPad games • Holiday and Cultural activities 	<ul style="list-style-type: none"> • Teacher observations/ anecdotal notes • Journals • Portfolio • Practice Book • Oral presentations • Comprehension questions

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Week 4: Animal Talents</u></p> <ul style="list-style-type: none"> • Have you ever seen an animal do something special? • What tricks have you seen animals do? <p><u>Week 5: Plant and Animal Protection</u></p> <ul style="list-style-type: none"> • What kinds of protection have you seen on an animal? • Have you touched something sharp on a plant? <p><u>Holidays:</u></p> <ul style="list-style-type: none"> • How do people celebrate St. Patrick's Day? • Who was St. Patrick? • What are the origins of Easter? • What do people and children do to prepare for Easter? 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Fluency, Oral Presentation, Retell, Oral Vocabulary, Academic Language</p> <p><u>Reading</u> Main Idea and Details; Descriptions; Cause and Effect; Draw Conclusions: Compare and Contrast</p> <p><u>Writing</u> Research Report, Ideas, Sentence Fluency, Organization</p> <p><u>Grammar</u> Pronouns; Subject and Object Pronouns; Pronoun-Verb Agreement; Possessive Pronouns; Pronoun-Verb Contractions</p>	<ul style="list-style-type: none"> • Vocabulary Visual Resources • Vocabulary Practice • Thematic Slideshows and discussion • Thematic word web • Oral vocabulary Story Cards • Reader's response writing • Practice Book • Leveled Readers • Grammar smart board and iPad games • Holiday and Cultural activities 	<ul style="list-style-type: none"> • Teacher observations/ anecdotal notes • Journals • Portfolio • Practice Book • Oral presentations • Comprehension questions

Unit 6: Storytellers

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Week 1: Folk Tales</u></p> <ul style="list-style-type: none"> • What do you know about folk tales? • Is there a story from long ago that your parents or older family members tell? <p><u>Week 2: Storytellers</u></p> <ul style="list-style-type: none"> • What do fiction writers and storytellers do? • Why do people tell stories? <p><u>Week 3: Old Stories</u></p> <ul style="list-style-type: none"> • Do you know an old story that explains something about the world? • What did the story explain? 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Fluency, Oral Presentation, Retell, Oral Vocabulary, Academic Language</p> <p><u>Reading</u> Make Inferences; Summarize; Compare and Contrast; Character, Setting, Plot</p> <p><u>Writing</u> Persuasive Essay, Ideas, Word Choice</p> <p><u>Grammar</u> Adjectives and Articles; Adjectives that Compare; Adverbs; Prepositions; Sentence Combining with Adjectives and Adverbs</p>	<ul style="list-style-type: none"> • Vocabulary Visual Resources • Vocabulary Practice • Thematic Slideshows and discussion • Thematic word web • Oral vocabulary Story Cards • Reader's response writing • Practice Book • Leveled Readers • Grammar smart board and iPad games • Holiday and Cultural activities 	<ul style="list-style-type: none"> • Teacher observations/ anecdotal notes • Journals • Portfolio • Practice Book • Oral presentations • Comprehension questions

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Week 4: Food</u></p> <ul style="list-style-type: none"> • What are different kinds of food? • Where does food come from? <p><u>Week 5: Fairy Tales</u></p> <ul style="list-style-type: none"> • What do you know about fairy tales? • What are some fairy tales that you know? <p><u>Holidays:</u></p> <ul style="list-style-type: none"> • What do you do for mother's day? • What is your mother's favorite food/color? • What does Memorial Day mean for our country? • What kind of activities do you like to do during the summer? 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Fluency, Oral Presentation, Retell, Oral Vocabulary, Academic Language</p> <p><u>Reading</u> Make Inferences; Summarize; Compare and Contrast; Character, Setting, Plot</p> <p><u>Writing</u> Persuasive Essay, Ideas, Word Choice</p> <p><u>Grammar</u> Adjectives and Articles; Adjectives that Compare; Adverbs; Prepositions; Sentence Combining with Adjectives and Adverbs</p>	<ul style="list-style-type: none"> • Vocabulary Visual Resources • Vocabulary Practice • Thematic Slideshows and discussion • Thematic word web • Oral vocabulary Story Cards • Reader's response writing • Practice Book • Leveled Readers • Grammar smart board and iPad games • Holiday and Cultural activities 	<ul style="list-style-type: none"> • Teacher observations/ anecdotal notes • Journals • Portfolio • Practice Book • Oral presentations • Comprehension questions

New Jersey Core Curriculum Content Standards
Academic Area

Common Core State Standards Language Arts Grade 3

RL: Reading Standards for Literature

Key Ideas and Details

- RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure

- RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language
- RL.3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections
- RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

- RL.3.7: Explain how specific images and illustrations contribute to or clarify a story (e.g., create mood, emphasize particular aspects of characters or settings).
- RL.3.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Range of Reading and Level of Text Complexity

- RL.3.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 2–3 text complexity band independently and proficiently.

RI: Reading Standards for Informational Text

Key Ideas and Details

- RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure

- RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic 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 quickly and efficiently.
- RI.3.6: Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas

- RI.3.7: Use information gained from illustrations, other visual elements (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- RI.3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Text Complexity

- RI.3.10: By the end of the year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 2–3 text complexity band independently and proficiently.

RF: Foundational Skills

Phonics and Word Recognition

- RF.3.1: 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 multisyllable words.
 - d. Read grade-appropriate irregularly spelled words

Fluency

- RF.3.2: 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.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SL: Speaking and Listening

Comprehension and Collaboration

- **SL.3.1:** Engage effectively in a range of collaborative discussions (one--one and in groups) on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- c. Explain their own ideas and understanding in light of the discussion
 - **SL.3.2:** Identify the main ideas and supporting details of written texts read aloud or information presented graphically, orally, visually, or multimodally.
 - **SL.3.3:** Ask and answer questions about information from a speaker's, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

- **SL.3.4:** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **SL.3.5:** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- **SL.3.6:** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See standards 1–3 in Language, pages 26–31, for specific expectations.)

W: Writing Standards

Text Types and Purposes

- W.3.1: Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.
 - a. Introduce the topic or book they are writing about, state an opinion, 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 concluding statement or section.
- 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 illustrations when useful to aiding 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 concluding statement or section.
- W.3.3: Write narratives to develop real or imagined experiences or events using effective 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 or show the response of characters to situations.
 - c. Use temporal words and phrases to signal event order.
 - d. Provide a sense of closure.

Production and Distribution of Writing

- W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).
- W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.3.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Research to Build Knowledge

- W.3.7: Conduct short research projects that build knowledge about a topic.
- W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (Begins in grade 4)

Range of Writing

- W.3.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L: Language Standards:

Conventions

- L.3.1: Observe conventions of grammar and usage when writing or speaking.
 - a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
 - b. Form and use regular and irregular plural nouns.
 - c. Use abstract nouns (e.g., childhood).

- d. Form and use regular and irregular verbs.
- e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- f. Ensure subject-verb and pronoun-antecedent agreement.*
- g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- h. Use coordinating and subordinating conjunctions.
- i. Produce simple, compound, and complex sentences.
- **L.3.2:** Observe conventions of capitalization, punctuation, and spelling when writing.
 - a. Capitalize important words in titles.
 - b. Use commas in addresses.
 - c. Use commas and quotation marks in dialogue.
 - d. Form and use possessives.
 - e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness).
 - f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
 - g. consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Effective Language Use

- **L.3.3:** Use language to achieve particular effects when writing or speaking.
 - a. Choose words and phrases for effect.*

Vocabulary Acquisition and Usage

- **L.3.4:** 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.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. 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).

- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. company, companion).
- d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- L.3.5: Demonstrate understanding of word relationships and nuances in word 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).
- L.3.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g. After dinner that night we went looking for them).

WIDA Standards

The Five WIDA English Language Development (ELD) Standards	
ELD Standard 1	English language learners communicate for Social and Instructional purposes within the school setting
ELD Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts
ELD Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics
ELD Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science
ELD Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

**Writing Rubric of the WIDA Consortium*
Grades 1-12**

Level	Linguistic Complexity	Vocabulary Usage	Language Control
6 Reaching	A variety of sentence lengths of varying Linguistic complexity in a single tightly organized paragraph or in well-organized extended text; tight cohesion and organization	Consistent use of just the right word in just the right place; precise Vocabulary Usage in general, specific, or technical language.	Has reached comparability to that of English proficient peers functioning at the "proficient" level in state-wide assessments.
5 Bridging	A variety of sentence lengths of varying Linguistic Complexity in a single organized paragraph or in extended text; cohesion and organization	Usage of technical language related to the content area; evident facility with needed vocabulary.	Approaching comparability to that of English proficient peers; errors don't impede comprehensibility.
4 Expanding	A variety of sentence lengths of varying Linguistic Complexity; emerging cohesion used to provide detail and clarity.	Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident.	Generally comprehensible at all times, errors don't impede the overall meaning; such errors may reflect first language interference.
3 Developing	Simple and expanded sentences that show emerging complexity used to provide detail.	Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident.	Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text.
2 Beginning	Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced.	Usage of general language related to the content area; lack of vocabulary may be evident.	Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text; comprehensibility may be often impeded by errors.
1 Entering	Single words, set phrases, or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language.	Usage of highest frequency vocabulary from school setting and content areas.	Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in original text.

*For use with the ACCESS for ELLs® test, the W-APT, and formative/classroom assessment in WIDA Consortium states.

Speaking Rubric of the WIDA™ Consortium*

Task Level	Linguistic Complexity	Vocabulary Usage	Language Control
1 Entering	Single words, set phrases or chunks of memorized oral language	Highest frequency vocabulary from school setting and content areas	When using memorized language, is generally comprehensible; communication may be significantly impeded when going beyond the highly familiar
2 Beginning	Phrases, short oral sentences	General language related to the content area; groping for vocabulary when going beyond the highly familiar is evident	When using simple discourse, is generally comprehensible and fluent; communication may be impeded by groping for language structures or by phonological, syntactic or semantic errors when going beyond phrases and short, simple sentences
3 Developing	Simple and expanded oral sentences; responses show emerging complexity used to add detail	General and some specific language related to the content area; may grope for needed vocabulary at times	When communicating in sentences, is generally comprehensible and fluent; communication may from time to time be impeded by groping for language structures or by phonological, syntactic or semantic errors, especially when attempting more complex oral discourse
4 Expanding	A variety of oral sentence lengths of varying linguistic complexity; responses show emerging cohesion used to provide detail and clarity	Specific and some technical language related to the content area; groping for needed vocabulary may be occasionally evident	At all times generally comprehensible and fluent, though phonological, syntactic or semantic errors that don't impede the overall meaning of the communication may appear at times; such errors may reflect first language interference
5 Bridging	A variety of sentence lengths of varying linguistic complexity in extended oral discourse; responses show cohesion and organization used to support main ideas	Technical language related to the content area; facility with needed vocabulary is evident	Approaching comparability to that of English proficient peers in terms of comprehensibility and fluency; errors don't impede communication and may be typical of those an English proficient peer might make

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 – Reaching Language that meets all criteria through Level 5, Bridging			
Level 5 Bridging	<ul style="list-style-type: none"> Rich descriptive discourse with complex sentences Cohesive and organized related ideas 	<ul style="list-style-type: none"> Compound, complex grammatical constructions (e.g., multiple phrases and clauses) A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language Words and expressions with shades of meaning for each content area
Level 4 Expanding	<ul style="list-style-type: none"> Connected discourse with a variety of sentences Expanded related ideas 	<ul style="list-style-type: none"> A variety of complex grammatical constructions Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words and expressions with multiple meanings or collocations and idioms for each content area
Level 3 Developing	<ul style="list-style-type: none"> Discourse with a series of extended sentences Related ideas 	<ul style="list-style-type: none"> Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content words and expressions Words or expressions related to content area with common collocations and idioms across content areas
Level 2 Emerging	<ul style="list-style-type: none"> Multiple related simple sentences An idea with details 	<ul style="list-style-type: none"> Compound grammatical constructions Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General and some specific content words and expressions (including cognates) Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Single statements or questions An idea within words, phrases, or chunks of language 	<ul style="list-style-type: none"> Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) Common social and instructional forms and patterns 	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and expressions

...within sociocultural contexts for language use.