

MIDDLE TOWNSHIP PUBLIC SCHOOLS
CAPE MAY COURT HOUSE, NJ 08210
CURRICULUM GUIDE 2012

DISCIPLINE: English Language Arts GRADE LEVEL/COURSE: 3rd Grade

Grade Level Standards	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
LA.3.RF.3.4.b, L.3.2.f, L.3.3.a, L.3.4.a, L.3.5.b, L.3.6, SL.3.1.b, SL.3.2, SL.3.3, SL3.4, RF.3.3.c, RF.3.4.b, RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.7, RL.3.10, W.3.3.b, W.3.3.d, W.3.5, W.3.4, W.3.7, W.3.8, W.3.10, RI.3.9,	Unit 1 Lesson 1 What are the parts of a story?	Sept.	Opening Routines, Vocabulary Boost/Introduce, Read Aloud “Such a Deal”, Develop Background, Introduce Comprehension, Story Structure, Read “A Fine, Fine, School”, Deepen Comprehension, Making Connections, Vocabulary Strategies – multiple meaning words, Connect and Extend, Write in Reader Guided Reading Phonics/VCCV pattern and short vowels Write to Narrate- Descriptive Paragraph Subjects and Predicates	Connect to Social Studies Read “A One Room School House”	Progress Monitoring, Grab and Go Assessment, Running Records, Rubrics, Unit Benchmark Tests	Comprehensive Language and Literacy Guide, Journey’s Teacher’s Manual Pg T12-T65, Student Book, Grab and Go, Journey’s Practice Book, Projectable Book, Write in Reader, Ready Made Work Stations, Mentor Texts, Leveled Readers, Vocabulary Readers, Vocabulary Cards, CD Rom

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Grade Level Standards	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/Benchmark	Resources
LA.3.RL.3.10, RI.3.1, 3.3, 3.4, 3.5, 3.7, 3.8, 3.10, SL.3.1.a, 3.4, RF.3.3.c, 3.4.b, W.3.4, 3.5, 3.7, 3.8, 3.10, L.3.1.a, 3.1.d, 3.1.f, 3.2.f, 3.3.a, 3.4.a, 3.5.a, 3.5.b, 3.6	Unit 4 Lesson 18 How can labels and pictures give you more information ?	Feb.	Opening Routines, Vocabulary Boost/Introduce, Read Aloud “The World Tree”, Develop Background, Introduce Comprehension –Text and Graphic Features, Read “ A Tree is Growing”, Deepen Comprehension, Vocabulary Strategies –Categorize and classify, Making Connections, Connect and Extend, Write in Reader Guided Reading Phonics-words with //k/, /kw/ Writing to Persuade Problem/solution Paragraph Using the verb <i>be</i> and helping verbs	Connect to Poetry	Progress Monitoring, Grab and Go Assessment, Running Records, Rubrics, Unit Benchmark Tests	Comprehensive Language and Literacy Guide, Journey’s Teacher’s Manual Pg T186-, 241, Student Book, Grab and Go, Journey’s Practice Book, Projectable Book, Write in Reader, Ready Made Work Stations, Mentor Texts, Leveled Readers, Vocabulary Readers, Vocabulary Cards, CD Rom

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LA.3.RL.3.1, 3.4, 3.10, RI.3.7, 3.10, SL.3.1.a, 3.1.b, 3.1.d, RF.3.3.b, 3.3.c, 3.4.a, 3.4.b, W.3.1.a, 3.1.b, 3.1.d, 3.4, 3.7, 3.8, 3.10, L.3.1.d, 3.1.f, 3.2.f, 3.4.a, 3.4.b, 3.4.d, 3.5.b, 3.6	Unit 4 Lesson 19 How can one event lead to another event?	Feb	Opening Routines, Vocabulary Boost/Introduce, Read Aloud “The Dragon’s Pearl”, Develop Background, Introduce Comprehension – Cause and Effect; Summarizing, Read “Dogzilla”, Deepen Comprehension, Vocabulary Strategies – Prefixes pre-, re-, bi-, Making Connections, Connect and Extend, Write in Reader Guided Reading Phonics-Vowel sounds in spoon and wood Writing to Persuade – Persuasive Essay Irregular Verbs	Connect to Social Studies	Progress Monitoring, Grab and Go Assessment, Running Records, Rubrics, Unit Benchmark Tests	Comprehensive Language and Literacy Guide, Journey’s Teacher’s Manual Pg T278-329, Student Book, Grab and Go, Journey’s Practice Book, Projectable Book, Write in Reader, Ready Made Work Stations, Mentor Texts, Leveled Readers, Vocabulary Readers, Vocabulary Cards, CD Rom

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LA.3.RL.3.2, 3.3, 3.5, 3.7, 3.9, RI.3.2, 3.4, 3.8, SL.3.1.a, 3.1.c, 3.1.d, 3.2, 3.3, RF.3.4.a, W.3.1.a, 3.1.b, 3.1.c, 3.1.d, 3.2.a, 3.2.b, 3.2.c, 3.4, 3.5, 3.7, 3.8, 3.10, L.3.2.e, 3.2.g, 3.4.c, 3.4.b, 3.4.d, 3.5.a, 3.5.b,	Unit 4 Lesson 20 Where are main ideas often found in nonfiction text?	March	Opening Routines, Vocabulary Boost/Introduce, Read Aloud “Clever Colonies”, Develop Background, Introduce Comprehension – Main Ideas and details, Read “Life on the Ice”, Deepen Comprehension, Vocabulary Strategies –Dictionary/Glossary, Making Connections, Connect and Extend, Write in Reader Guided Reading Phonics-words compound words Writing Persuasive essay Using contractions	Connect to Traditional Tales	Progress Monitoring, Grab and Go Assessment, Running Records, Rubrics, Unit Benchmark Tests	Comprehensive Language and Literacy Guide, Journey’s Teacher’s Manual Pg T364-417, Student Book, Grab and Go, Journey’s Practice Book, Projectable Book, Write in Reader, Ready Made Work Stations, Mentor Texts, Leveled Readers, Vocabulary Readers, Vocabulary Cards, CD Rom

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LA.3.RL.3.1, 3.2, 3.3, 3.4, 3.7, 3.10, SL.3.1.a, 3.4, RF.3.3.a, 3.3.c, 3.4.b, W.3.3.a, 3.3.b, 3.3.c, 3.4, 3.5, 3.7, 3.8, 3.10, L.3.1.a, 3.2.d, 3.2.f, 3.3.a, 3.4.a, 3.4.b, 3.4.d, 3.5.b, 3.6	Unit 5 Lesson 21 How can you identify the setting, characters and plot of a story?	March	Opening Routines, Vocabulary Boost/Introduce, Read Aloud “Gran’s Basement”, Develop Background, Introduce Comprehension –story structure, Read “Two Bad Ants”, Deepen Comprehension, Vocabulary Strategies –Base words and prefix non-, Making Connections, Connect and Extend, Write in Reader Guided Reading Phonics-base words and –ed, -ing Writing To express – fictional narrative Using possessive nouns and pronouns	Connect to Poetry	Progress Monitoring, Grab and Go Assessment, Running Records, Rubrics, Unit Benchmark Tests	Comprehensive Language and Literacy Guide, Journey’s Teacher’s Manual Pg T12-65, Student Book, Grab and Go, Journey’s Practice Book, Projectable Book, Write in Reader, Ready Made Work Stations, Mentor Texts, Leveled Readers, Vocabulary Readers, Vocabulary Cards, CD Rom

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LA.3.RL.3.2, 3.10, RI.3.3, 3.4, 3.5, 3.7, 3.8, 3.9, 3.10, SL.3.1.a, 3.4, RF.3.3.a, 3.3.c, 3.4.a, W.3.3.a, 3.3.c, 3.4, 3.5, 3.7, 3.8, 3.10, L.3.2.a, 3.2.f, 3.3.a, 3.4.a, 3.4.b, 3.4.d, 3.5.b, 3.6	Unit 5 Lesson 22 How do we compare and contrast two things?	March	Opening Routines, Vocabulary Boost/Introduce, Read Aloud “The Taste of Hope”, Develop Background, Introduce Comprehension – compare/contrast; visualize Read “The Journey”, Deepen Comprehension, Vocabulary Strategies –Prefixes in-, im-, Making Connections, Connect and Extend, Write in Reader Guided Reading Phonics-Spelling Changes: -s,-es, -ed, -ing; Less Common Plurals Writing To express – descriptive paragraph Using proper nouns	Traditional Tales	Progress Monitoring, Grab and Go Assessment, Running Records, Rubrics, Unit Benchmark Tests	Comprehensive Language and Literacy Guide, Journey’s Teacher’s Manual Pg T100-153, Student Book, Grab and Go, Journey’s Practice Book, Projectable Book, Write in Reader, Ready Made Work Stations, Mentor Texts, Leveled Readers, Vocabulary Readers, Vocabulary Cards, CD Rom

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LA.3.RL.3.1, 3.3, 3.4, 3.10, RI.3.3, 3.10, SL.3.1.a, 3.1.d, 3.2, 3.4, RF.3.3.a, 3.3.c, 3.4.a, 3.4.b, W.3.3.b, 3.4, 3.5, 3.7, 3.8, L.3.1.d, 3.1.g, 3.2.c, 3.2.e, 3.4.a, 3.4.b, 3.4.d, 3.5.d, 3.6	Unit 5 Lesson 23 How do we identify and summarize the events of a story in order?	March	Opening Routines, Vocabulary Boost/Introduce, Read Aloud “Piggy Goes to Town”, Develop Background, Introduce Comprehension –sequence of events; analyze/evaluate, Read “The Journey of Oliver K. Woodman”, Deepen Comprehension, Vocabulary Strategies –Suffixes –er, -est, Making Connections, Connect and Extend, Write in Reader Guided Reading Phonics-Suffixes –ful, -y, -ous, -ly, -er Writing To express – using dialogue Abbreviations	Connect to Social Studies	Progress Monitoring, Grab and Go Assessment, Running Records, Rubrics, Unit Benchmark Tests	Comprehensive Language and Literacy Guide, Journey’s Teacher’s Manual Pg T188-243, Student Book, Grab and Go, Journey’s Practice Book, Projectable Book, Write in Reader, Ready Made Work Stations, Mentor Texts, Leveled Readers, Vocabulary Readers, Vocabulary Cards, CD Rom

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LA.3.RL.3.1, 3.4, 3.7, 3.10, RI.3.5, 3.7, 3.10, SL.3.1.a, 3.1.c, 3.1.d, 3.4, RF.3.3.a, 3.3.c, 3.4.b, 3.4.c, W.3.3.a, 3.3.b, 3.3.d, 3.4, 3.5, 3.7, 3.8, L.3.1.a, 3.1.d, 3.1.g, 3.4.a, 3.5.a, 3.5.b, 3.6	Unit 5 Lesson 24 How do we determine the author's purpose?	April	Opening Routines, Vocabulary Boost/Introduce, Read Aloud "Mapping the World", Develop Background, Introduce Comprehension –Author's Purpose, Read "Dog-of-the-Sea-Waves", Deepen Comprehension, Vocabulary Strategies –Words from other languages, Making Connections, Connect and Extend, Write in Reader Guided Reading Phonics - Prefixes un-, pre-, re-, bi- Writing To express – fictional narrative What is an adverb?	Connect to Science	Progress Monitoring, Grab and Go Assessment, Running Records, Rubrics, Unit Benchmark Tests	Comprehensive Language and Literacy Guide, Journey's Teacher's Manual Pg T278-331, Student Book, Grab and Go, Journey's Practice Book, Projectable Book, Write in Reader, Ready Made Work Stations, Mentor Texts, Leveled Readers, Vocabulary Readers, Vocabulary Cards, CD Rom

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LA.3.RL.3.1, 3.2, 3.4, RI.3.1, 3.3, 3.4, 3.5, 3.7, 3.8, SL.3.1.a, 3.1.b, 3.1.c, 3.3, 3.4, 3.5, 3.6, RF.3.3.a, 3.3.b, 3.4.b, W.3.3.a, 3.3.b, 3.3.d, 3.4, 3.5, L.3.1.g, 3.2.a, 3.2.e, 3.3.a, 3.5.a, 3.5.b, 3.6	Unit 5 Lesson 25 How are headings, maps, and diagrams helpful to readers?	April	Opening Routines, Vocabulary Boost/Introduce, Read Aloud “Extreme Skiing, Extreme Danger”, Develop Background, Introduce Comprehension – Text and Graphic Features; Infer /Predict, Read “Mountains”, Deepen Comprehension, Vocabulary Strategies –Analogies, Making Connections, Connect and Extend, Write in Reader Guided Reading Phonics-Suffixes –less, -ness, -able Writing To express – fictional narrative What is a preposition	Connect to Plays	Progress Monitoring, Grab and Go Assessment, Running Records, Rubrics, Unit Benchmark Tests	Comprehensive Language and Literacy Guide, Journey’s Teacher’s Manual Pg T366-419, Student Book, Grab and Go, Journey’s Practice Book, Projectable Book, Write in Reader, Ready Made Work Stations, Mentor Texts, Leveled Readers, Vocabulary Readers, Vocabulary Cards, CD Rom

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		April/ May	Test Prep			Standard Solutions
		May	NJASK			

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