

### Third Grade Language Arts Curriculum

<b>Suggested Time Line</b> How much time will be spent on this learning	<b>Essential Questions and Content</b> What will be taught?	<b>NJCCC Standards</b> What state standards will be met by these objectives?	<b>Instructional Objectives</b> What will the students know or be able to do as a result of this instruction?	<b>Assessment</b> What evidence will I collect that demonstrate that the students have achieved the objective?	<b>Instructional Domain</b> How will the learning be structured?	<b>Instructional Activities</b> What will the students do to achieve the objective?
5-6 weeks	<ul style="list-style-type: none"> <li>• What makes me unique?</li> <li>• What makes other people unique?</li> </ul>	3.1.C.2 3.1.D.1, 3 3.1.E.4 3.1.F.1,2,4,5 3.1.G.4,10, 13 3.2.A, B, D 3.3 A-D 3.4 A-B 3.5 A-B	<ul style="list-style-type: none"> <li>• Use story structure to analyze conflict and resolution.</li> <li>• Analyze text to understand character motives</li> <li>• Read to compare and contrast genres of literature.</li> <li>• Follow patterns to spell correctly.</li> <li>• Read with fluency</li> <li>• Use pictures and context clues to develop vocabulary</li> <li>• Read fiction and nonfiction to develop comprehension</li> <li>• Read to compare and contrast.</li> <li>• Use reference material.</li> <li>• To develop self questioning skills</li> <li>• To use graphic organizers to develop reading and writing skills.</li> <li>• To write as a product.</li> <li>• To write for a purpose.</li> <li>• To understand writing as a process.</li> <li>• To listen actively to develop comprehension.</li> <li>• To recognize author's purpose.</li> <li>• Recognize and use figurative language.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Accelerated Reading Program</li> <li>• Written and oral tests</li> <li>• Kid Biz / Teen Biz</li> <li>• Narrative writing</li> <li>• Student projects</li> <li>• Journal/essays</li> <li>• Teacher observations</li> <li>• Homework</li> <li>• Self-assessments</li> <li>• Presentations</li> <li>• Rubrics</li> <li>• Book reports</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Guided Research</li> <li>• Writers workshop</li> <li>• Flexible grouping</li> <li>• Overhead</li> <li>• Graphic organizers</li> <li>• Teacher modeling</li> <li>• Guided reading</li> <li>• Guided writing</li> <li>• Conferencing</li> <li>• Technology</li> <li>• Read aloud</li> <li>• Direct Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Choral reading</li> <li>• Partner reading</li> <li>• Daily oral language</li> <li>• Portfolio writing</li> <li>• Discussion</li> <li>• Literature circles</li> <li>• Cooperative learning activities</li> <li>• Word wall/folders</li> <li>• Structured writing prompts</li> <li>• Retell story</li> <li>• Respond to picture/art</li> <li>• Learning centers</li> <li>• Graphic organizers</li> <li>• Use reading strategies to support comprehension</li> <li>• Critical viewing/listening</li> <li>• Active listening</li> <li>• Homework</li> <li>• Note taking</li> <li>• Research</li> <li>• Oral reports/sharing</li> <li>• Listen attentively</li> <li>• Practice books</li> <li>• Writers Workshop</li> <li>• Short / Long Literature Responses</li> <li>• Writer's Checklist</li> </ul>

Suggested Timeline	Essential Question	NJCCC Standards	Instructional Objective	Assessment	Instructional Domain	Instructional Activities
5-6 weeks	<ul style="list-style-type: none"> <li>• How does working together help overcome challenges?</li> <li>• What makes a good team member?</li> </ul>	3.1.B.1 3.1.C.1 D.1, 3 3.1.E.3 3.1.F.1, 2, 5 3.1.G.1, 13 3.2. A –D 3.3 A-D 3.4 A-B 3.5 A-B	<ul style="list-style-type: none"> <li>• Use letter-sound knowledge and structural analysis to analyze and decode words.</li> <li>• Demonstrate a sophisticated sense of decoding.</li> <li>• Read aloud with fluency.</li> <li>• Use pictures and context clues to develop vocabulary</li> <li>• Follow patterns to spell correctly.</li> <li>• Recognize words in text that cause comprehension difficulties.</li> <li>• Reading for a purpose</li> <li>• To analyze text.</li> <li>• Read fiction and nonfiction to develop comprehension</li> <li>• To use graphic organizers to develop reading and writing skills.</li> <li>• To write as a product.</li> <li>• To write for a purpose.</li> <li>• To understand writing as a process.</li> <li>• To listen actively to develop comprehension.</li> <li>• To use Standard English Conventions to write.</li> <li>• Recognize and use figurative language</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Accelerated Reading Program</li> <li>• Written and oral tests</li> <li>• Kid Biz</li> <li>• Narrative writing</li> <li>• Student projects</li> <li>• Journal/essays</li> <li>• Teacher observations</li> <li>• Homework</li> <li>• Self-assessments</li> <li>• Presentations</li> <li>• Rubrics</li> <li>• Book reports</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Guided Research</li> <li>• Writers workshop</li> <li>• Flexible grouping</li> <li>• Overhead</li> <li>• Graphic organizers</li> <li>• Teacher modeling</li> <li>• Guided reading</li> <li>• Guided writing</li> <li>• Conferencing</li> <li>• Technology</li> <li>• Read aloud</li> <li>• Direct Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Choral reading</li> <li>• Partner reading</li> <li>• Daily oral language</li> <li>• Portfolio writing</li> <li>• Discussion</li> <li>• Literature circles</li> <li>• Cooperative learning activities</li> <li>• Word wall/folders</li> <li>• Structured writing prompts</li> <li>• Retell story</li> <li>• Respond to picture/art</li> <li>• Learning centers</li> <li>• Graphic organizers</li> <li>• Use reading strategies to support comprehension</li> <li>• Critical viewing/listening</li> <li>• Active listening</li> <li>• Homework</li> <li>• Note taking</li> <li>• Research</li> <li>• Oral reports/sharing</li> <li>• Listen attentively</li> <li>• Practice books</li> <li>• Writers Workshop</li> </ul>

Time Line	Essential Questions	NJCCS Standards	Instructional Objective	Assessment	Instructional Domain	Instructional Activities
5-6 weeks	*How can a bully become a friend?	3.1.C.1,2 3.1.D.3 3.1.E.4 3.1.F.3,5 3.1.G.7, 8, 10,12, 13 3.2. A –D 3.3 A-D 3.4 A-B 3.5 A-B	<ul style="list-style-type: none"> <li>• Use letter-sound knowledge and structural analysis to analyze and decode words.</li> <li>• Read aloud with fluency.</li> <li>• Use pictures and context clues to develop vocabulary</li> <li>• To infer word meanings.</li> <li>• Follow patterns to spell correctly.</li> <li>• Reading for a purpose</li> <li>• To analyze text.</li> <li>• To use graphic organizers to develop reading and writing skills.</li> <li>• To write as a product.</li> <li>• To write for a purpose.</li> <li>• To understand writing as a process.</li> <li>• To listen actively to develop comprehension.</li> <li>• To use Standard English Conventions to write.</li> <li>• Sequence events to summarize fiction and nonfiction text.</li> <li>• To draw conclusions and make inferences.</li> <li>• Read to compare and contrast</li> <li>• Recognize and use figurative language.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Accelerated Reading Program</li> <li>• Written and oral tests</li> <li>• Kid Biz</li> <li>• Narrative writing</li> <li>• Student projects</li> <li>• Journal/essays</li> <li>• Teacher observations</li> <li>• Homework</li> <li>• Self-assessments</li> <li>• Presentations</li> <li>• Rubrics</li> <li>• Book reports</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Guided Research</li> <li>• Writers workshop</li> <li>• Flexible grouping</li> <li>• Overhead</li> <li>• Graphic organizers</li> <li>• Teacher modeling</li> <li>• Guided reading</li> <li>• Guided writing</li> <li>• Conferencing</li> <li>• Technology</li> <li>• Read aloud</li> <li>• Direct Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Choral reading</li> <li>• Partner reading</li> <li>• Daily oral language</li> <li>• Portfolio writing</li> <li>• Discussion</li> <li>• Literature circles</li> <li>• Cooperative learning activities</li> <li>• Word wall/folders</li> <li>• Structured writing prompts</li> <li>• Summarize text</li> <li>• Respond to picture/art</li> <li>• Learning centers</li> <li>• Graphic organizers</li> <li>• Use reading strategies to support comprehension</li> <li>• Critical viewing/listening</li> <li>• Active listening</li> <li>• Homework</li> <li>• Note taking</li> <li>• Research</li> <li>• Oral reports/sharing</li> <li>• Listen attentively</li> <li>• Practice books</li> <li>• Writers Workshop</li> </ul>

Timeline	Essential Question	NJCCS Standards	Instructional Objectives	Assessment	Instructional Domain	Instructional Activities
5-6 weeks	*How does a story change after it has been retold numerous times?	3.1.B.1 3.1.C.1 3.1.D.1, 3 3.1.F.2,4,5 3.1.G.7,10 3.2. A –D 3.3 A-D 3.4 A-B 3.5 A-B	<ul style="list-style-type: none"> <li>• Use letter-sound knowledge and structural analysis to analyze and decode words.</li> <li>• Read aloud with fluency.</li> <li>• Use pictures and context clues to develop vocabulary</li> <li>• Follow patterns to spell correctly.</li> <li>• Reading for a purpose</li> <li>• To analyze text.</li> <li>• To use graphic organizers to develop reading and writing skills.</li> <li>• To write as a product.</li> <li>• To write for a purpose.</li> <li>• To understand writing as a process.</li> <li>• To listen actively to develop comprehension.</li> <li>• To use Standard English Conventions to write.</li> <li>• Recognize words in text that cause comprehension difficulties.</li> <li>• To use reference materials.</li> <li>• Read to compare and contrast</li> <li>• Sequence events to summarize fiction and nonfiction text.</li> <li>• Recognize author’s purpose.</li> <li>• Recognize figurative language.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Accelerated Reading Program</li> <li>• Written and oral tests</li> <li>• Kid Biz</li> <li>• Narrative writing</li> <li>• Student projects</li> <li>• Journal/essays</li> <li>• Teacher observations</li> <li>• Homework</li> <li>• Self-assessments</li> <li>• Presentations</li> <li>• Rubrics</li> <li>• Book reports</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Guided Research</li> <li>• Writers workshop</li> <li>• Flexible grouping</li> <li>• Overhead</li> <li>• Graphic organizers</li> <li>• Teacher modeling</li> <li>• Guided reading</li> <li>• Guided writing</li> <li>• Conferencing</li> <li>• Technology</li> <li>• Read aloud</li> <li>• Direct Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Choral reading</li> <li>• Partner reading</li> <li>• Daily oral language</li> <li>• Portfolio writing</li> <li>• Discussion</li> <li>• Literature circles</li> <li>• Cooperative learning activities</li> <li>• Word wall/folders</li> <li>• Structured writing prompts</li> <li>• Summarize text</li> <li>• Respond to picture/art</li> <li>• Learning centers</li> <li>• Graphic organizers</li> <li>• Use reading strategies to support comprehension</li> <li>• Critical viewing/listening</li> <li>• Active listening</li> <li>• Homework</li> <li>• Note taking</li> <li>• Research</li> <li>• Oral reports/sharing</li> <li>• Listen attentively</li> <li>• Practice books</li> <li>• Writers Workshop</li> </ul>

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5-6 weeks	<p>*In what ways can you depend on your neighbor?</p> <p>*How can you be a good neighbor?</p>	3.1.B.1 3.1.C.1 3.1.D.1, 3 3.1.F.2,4,5 3.1.G.2,710, 13 3.1.H.1 3.2. A –D 3.3 A-D 3.4 A-B 3.5 A-B	<ul style="list-style-type: none"> <li>• Use letter-sound knowledge and structural analysis to analyze and decode words.</li> <li>• Read aloud with fluency.</li> <li>• Use pictures and context clues to develop vocabulary</li> <li>• Follow patterns to spell correctly.</li> <li>• Reading for a purpose</li> <li>• To analyze text.</li> <li>• To use graphic organizers to develop reading and writing skills.</li> <li>• To write as a product.</li> <li>• To write for a purpose.</li> <li>• To understand writing as a process.</li> <li>• To listen actively to develop comprehension.</li> <li>• To use Standard English Conventions to write.</li> <li>• Recognize author’s purpose.</li> <li>• Use Library/ media center for research.</li> <li>• Distinguish cause/effect, fact/opinion, main idea/ supporting idea while analyzing text.</li> <li>• Read to compare and contrast.</li> <li>• Recognize and use figurative language.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Accelerated Reading Program</li> <li>• Written and oral tests</li> <li>• Kid Biz</li> <li>• Narrative writing</li> <li>• Student projects</li> <li>• Journal/essays</li> <li>• Teacher observations</li> <li>• Homework</li> <li>• Self-assessments</li> <li>• Presentations</li> <li>• Rubrics</li> <li>• Book reports</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Guided Research</li> <li>• Writers workshop</li> <li>• Flexible grouping</li> <li>• Overhead</li> <li>• Graphic organizers</li> <li>• Teacher modeling</li> <li>• Guided reading</li> <li>• Guided writing</li> <li>• Conferencing</li> <li>• Technology</li> <li>• Read aloud</li> <li>• Direct Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Choral reading</li> <li>• Partner reading</li> <li>• Daily oral language</li> <li>• Portfolio writing</li> <li>• Discussion</li> <li>• Literature circles</li> <li>• Cooperative learning activities</li> <li>• Word wall/folders</li> <li>• Structured writing prompts</li> <li>• Summarize text</li> <li>• Respond to picture/art</li> <li>• Learning centers</li> <li>• Graphic organizers</li> <li>• Use reading strategies to support comprehension</li> <li>• Critical viewing/listening</li> <li>• Active listening</li> <li>• Homework</li> <li>• Note taking</li> <li>• Research</li> <li>• Oral reports/sharing</li> <li>• Listen attentively</li> <li>• Practice books</li> <li>• Writers Workshop</li> <li>• Field Trips</li> <li>• Using Media Center/ Internet</li> </ul>

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5-6 weeks	*How can you learn from other cultures?	3.1.B.1 3.1.C.1 3.1.D.1, 3 3.1.F.2,4,5 3.1.G.2,710, 13 3.1.H.1 3.2. A –D 3.3 A-D 3.4 A-B 3.5 A-B	<ul style="list-style-type: none"> <li>• Use letter-sound knowledge and structural analysis to analyze and decode words.</li> <li>• Read aloud with fluency.</li> <li>• Use pictures and context clues to develop vocabulary</li> <li>• Follow patterns to spell correctly.</li> <li>• Reading for a purpose</li> <li>• To analyze text.</li> <li>• To use graphic organizers to develop reading and writing skills.</li> <li>• To write as a product.</li> <li>• To write for a purpose.</li> <li>• To understand writing as a process.</li> <li>• To listen actively to develop comprehension.</li> <li>• To use Standard English Conventions to write.</li> <li>• Recognize author’s purpose.</li> <li>• Use Library/ media center for research.</li> <li>• Distinguish cause/effect, fact/opinion, main idea/ supporting idea while analyzing text.</li> <li>• Read to compare and contrast.</li> <li>• Recognize and use figurative language.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Accelerated Reading Program</li> <li>• Written and oral tests</li> <li>• Kid Biz</li> <li>• Narrative writing</li> <li>• Student projects</li> <li>• Journal/essays</li> <li>• Teacher observations</li> <li>• Homework</li> <li>• Self-assessments</li> <li>• Presentations</li> <li>• Rubrics</li> <li>• Book reports</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Guided Research</li> <li>• Writers workshop</li> <li>• Flexible grouping</li> <li>• Overhead</li> <li>• Graphic organizers</li> <li>• Teacher modeling</li> <li>• Guided reading</li> <li>• Guided writing</li> <li>• Conferencing</li> <li>• Technology</li> <li>• Read aloud</li> <li>• Direct Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Choral reading</li> <li>• Partner reading</li> <li>• Daily oral language</li> <li>• Portfolio writing</li> <li>• Discussion</li> <li>• Literature circles</li> <li>• Cooperative learning activities</li> <li>• Word wall/folders</li> <li>• Structured writing prompts</li> <li>• Summarize text</li> <li>• Respond to picture/art</li> <li>• Learning centers</li> <li>• Graphic organizers</li> <li>• Use reading strategies to support comprehension</li> <li>• Critical viewing/listening</li> <li>• Active listening</li> <li>• Homework</li> <li>• Note taking</li> <li>• Research</li> <li>• Oral reports/sharing</li> <li>• Listen attentively</li> <li>• Practice books</li> <li>• Writers Workshop</li> <li>• Field Trips</li> <li>• Using Media Center/ Internet</li> </ul>

