# Archdiocese of Newark Catholic Schools

# Curriculum Mapping

Curriculum mapping is a process that helps schools and districts/ dioceses determine the "agreed-upon" learning for all students. Curriculum mapping was undertaken in the Archdiocese of Newark in order to ensure that a consistent, clearly articulated curriculum infused with Gospel values is being provided to all students in our schools. The curriculum maps for the Catholic schools of the Archdiocese of Newark identify the content to be taught and skills to be mastered at each grade level.

The expertise and experience of the educators within our schools is the main source for determining the content and skills students will be expected to master. The Archdiocesan curriculum maps are developed through a collaborative process which involves individual teacher contributions, small group sessions and larger group meetings. Relevant educational standards including those proposed by content area experts, the New Jersey Core Curriculum Content Standards, and the Common Core State Standards are used as a resource in the curriculum mapping process. The resulting consensus maps reflect the collective thinking of classroom teachers based on their observation of student learning and their knowledge of educational practice and research. The Archdiocesan curriculum maps include teacher generated ideas for the infusion of Gospel values and faith connection activities.

While the curriculum maps clearly articulate the expected learning for all students, individual teachers have the flexibility to teach the content and skills in their own manner by:
♦ utilizing their own particular strengths and teaching style
♦ addressing the varying learning needs of their students
♦ determining the order in which the content and skills are presented within a marking period
♦ including additional content and skills once students have met the learning expectations identified in the curriculum map

Administrators at all levels will maintain the responsibility to ensure that teachers are following the curriculum maps and that appropriate teaching is being conducted. This will be done through a combination of classroom observations, faculty meetings, professional development opportunities and teacher evaluations, as well as by using various measurement tools, including formative and summative assessments. The Archdiocesan curriculum maps will help ensure the academic excellence that is integral to the mission of our Catholic schools and will provide educators and parents with a clear understanding of the learning expectations at each grade level.

**English Language Arts**
Each of the curriculum maps for English Language Arts in Kindergarten through Grade 8 is divided into the five strands that compose the English Language Arts curriculum-Reading, Writing, Language, Speaking & Listening, and Handwriting. Although the curriculum maps are arranged by strands for organizational purposes, instruction in English Language Arts utilizes an approach that integrates the various strands. Content is repeated across grade levels, reflecting the spiraling nature of the English Language Arts curriculum. Spiraling allows students to deepen and expand their understanding of key content as required skills become increasingly sophisticated and complex.

*July 2015*

# Archdiocese of Newark Catholic Schools
## English Language Arts Curriculum Map for Grade 3

**READING**

| Standards | Content | Skills | Assessment | Gospel Values & Faith Connections |
|---|---|---|---|---|
| **RF.3.3**<br>Know and apply grade-level phonics and word analysis skills in decoding words.<br>a) Identify and know the meaning of the most common prefixes and derivational suffixes.<br>b) Decode words with common Latin suffixes.<br>c) Decode multi-syllable words.<br>d) Read grade-appropriate irregularly spelled words. | **Spelling/Phonics**<br>RF.3.3 | **Spelling/Phonics**<br>• Decode and spell words using knowledge of the following:<br>  ○ Short/Long Vowels<br>  ○ Consonant Blends<br>  ○ Initial/Medial/Final Consonants<br>  ○ Digraphs<br>  ○ Word Families<br>  ○ Plurals<br>  ○ Roots/Base Words<br>  ○ Inflectional Endings<br>  ○ Suffixes and Prefixes<br>  ○ Diphthongs<br>  ○ Synonyms & Antonyms<br>  ○ Syllables<br>  ○ Consonant + le<br>  ○ Contractions<br>  ○ R-controlled Words<br>  ○ Homophones & Homographs<br>  ○ Silent letters<br>  ○ Schwa Sound<br>  ○ Compound Words | Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below.<br><br>Tests<br>Quizzes<br>Book Reports<br>Oral Responses<br>Graphic Organizers<br>Teacher Observation<br>Journals<br>Portfolios<br>Group Discussions<br>Group Projects<br>Individual Projects<br>Exit Slips<br>Reading Logs<br>Fluency Assessments<br>Student Conferences<br>Reading Games<br>Role Playing/Skits<br>Homework/Classwork<br>Presentations | Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.<br><br>**Gospel Values**<br><br>Community<br>Compassion<br>Faith in God<br>Forgiveness<br>Hope<br>Justice<br>Love<br>Peace<br>Respect for Life<br>Service<br>Simplicity<br>Truth<br><br><br>Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum. |

## Archdiocese of Newark Catholic Schools
## English Language Arts Curriculum Map for Grade 3

**READING**

| Standards | Content | Skills | Assessment | Gospel Values & Faith Connections |
|---|---|---|---|---|
| **L.3.4**<br>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.<br>  a) Use sentence-level context as a clue to the meaning of a word or phrase.<br>  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).<br>  c) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).<br><br>**RF.3.4**<br>Read with sufficient accuracy and fluency to support comprehension.<br>  a) Read on-level text with purpose and understanding.<br>  b) Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.<br>  c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | **Syllabication**<br>RF.3.3<br><br><br>**Phonological Awareness**<br>RF.3.3<br><br><br><br><br><br><br><br><br><br>**Prefixes and Suffixes**<br>RF.3.3, L.3.4b, L.3.4c | **Syllabication**<br>• Distinguish syllables in words.<br>• Apply syllabication rules.<br><br>**Phonological Awareness**<br>• Differentiate between long and short vowel sounds.<br>• Differentiate between hard and soft consonant sounds.<br>• Recall and recognize sound correspondence for consonant blends, clusters, digraphs, vowel pairs and diphthongs.<br><br>**Prefixes and Suffixes**<br>• Explain how the addition of prefixes and suffixes to a base word changes the word, i.e., part of speech, verb tense. | | Highlight Gospel values in discussions of literary text.<br><br>Discuss a character's actions and choices in light of Catholic moral values.<br><br>Apply reading strategies to biblical passages.<br><br>Make comparisons to stories and figures from the Bible.<br><br>Identify different genres found in the Bible.<br><br>Develop timelines showing sequence of events in Bible stories.<br><br>Identify the main idea and/or theme of different Bible passages. |

# Archdiocese of Newark Catholic Schools
## English Language Arts Curriculum Map for Grade 3

**READING**

| Standards | Content | Skills | Assessment | Gospel Values & Faith Connections |
|---|---|---|---|---|
| | **Context Clues**<br>RF.3.4, L.3.4a<br><br><br>**Fluency**<br>RF.3.4 | **Context Clues**<br>• Use context clues to determine the meaning of unknown words.<br><br>**Fluency**<br>• Demonstrate the ability to read with expression that is appropriate to the text.<br>• Acknowledge punctuation marks.<br>• Use phonics knowledge to pronounce unfamiliar vocabulary.<br>• Utilize knowledge of high frequency words to facilitate fluency. | | Identify cause and effect relationships in Bible stories.<br><br>Compare/contrast choices made by characters in a selection with the choices we are called to make as Catholics.<br><br>Use Bible stories to identify story elements.<br><br>Use parables to identify examples of figurative language.<br><br>Create apostle cards or saint cards in the form of a character sketch.<br><br>Read and discuss stories of Jesus' miracles and teachings. Students then write a reflection based on the details and lesson of the story.<br><br>Create a storyboard for a parable. |
| **RI.3.5**<br>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | **Parts of a Book**<br>RI.3.5 | **Parts of a Book**<br>• Identify, locate and utilize parts of a book: title page, table of contents, glossary, and index. | | |

**READING**

| Standards | Content | Skills | Assessment | Gospel Values & Faith Connections |
|---|---|---|---|---|
| **RI.3.10**<br>Read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.<br><br>**RL.3.4**<br>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.<br><br>**RI.3.4**<br>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.<br><br>**L.3.4**<br>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.<br><br>**L.3.5**<br>Demonstrate understanding of word relationships and nuances in word meanings. | **Reference Skills**<br>RI.3.5, RI.3.10<br><br><br><br><br><br>**Dictionary Skills**<br>RL.3.4, RI.3.4, L.3.4<br><br><br><br><br><br><br><br><br><br><br><br><br>**Thesaurus**<br>L.3.5 | **Reference Skills**<br>• Investigate and utilize various reference sources.<br>• Interpret and utilize information presented in charts and graphs.<br><br>**Dictionary Skills**<br>• Apply alphabetical order skills to find words in the dictionary.<br>• Identify and use guide words to locate words in a dictionary.<br>• Use a dictionary to clarify: meaning of words with multiple meanings, parts of speech, phonetic spelling, and syllabication.<br><br>**Thesaurus**<br>• Identify and use a thesaurus.<br>• Apply alphabetical order skills to find | | Determine the meaning of unfamiliar words in Bible passages using context clues and reference materials.<br><br>Use religion vocabulary in class discussions and written compositions. |

| Archdiocese of Newark Catholic Schools<br>English Language Arts Curriculum Map for Grade 3 | | | | |
|---|---|---|---|---|
| **READING** | | | | |
| **Standards** | **Content** | **Skills** | **Assessment** | **Gospel Values & Faith Connections** |
| **RL.3.1 & RI.3.1**<br>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.<br><br>**RL.3.2**<br>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.<br><br>**RI.3.2**<br>Determine the main idea of a text; recount the key details and explain how they support the main idea.<br><br>**RL.3.7**<br>Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).<br><br>**RI.3.7**<br>Use information gained from illustrations (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).<br><br>**RL.3.9**<br>Compare and contrast the themes, settings, and plots of stories written by | **Question and Answer**<br>RL.3.1, RI.3.1<br><br><br><br><br>**Comprehension Strategies**<br>RL.3.1, RI.3.2, RL.3.7, RI.3.7, RL.3.9 | words in the thesaurus.<br>• Utilize a thesaurus to select words to enhance speaking and writing.<br><br>**Question and Answer**<br>• Pose questions to enhance understanding of text.<br>• Refer to information presented in the text to answer questions.<br><br>**Comprehension Strategies**<br>• Make text-to- text, text-to-self, and text-to-world connections.<br>• Determine the theme of a story.<br>• Draw conclusions based on information presented in text and prior knowledge.<br>• Compare and contrast various story elements within and across texts (i.e., setting, character, | | |

| Archdiocese of Newark Catholic Schools<br>English Language Arts Curriculum Map for Grade 3 | | | | |
|---|---|---|---|---|
| **READING** | | | | |
| **Standards** | **Content** | **Skills** | **Assessment** | **Gospel Values & Faith Connections** |
| the same author about the same or similar characters (e.g., in books from a series).<br><br><br><br><br><br><br><br><br><br>**RL.3.6**<br>Distinguish their own point of view from that of the narrator or those of the characters.<br><br><br><br>**RI.3.6**<br>Distinguish their own point of view from that of the author of a text. | **Main Idea and Details**<br>RL.3.2, RI.3.2<br><br><br><br><br><br><br><br>**Author's Purpose**<br><br><br><br><br><br><br>**Point of View**<br>RL.3.6, RI.3.6 | time period, genre, and author).<br><ul><li>Use text features to aid comprehension.</li></ul><br>**Main Idea and Details**<br><ul><li>Determine the main idea of a text.</li><li>Identify details within a text that support the main idea.</li></ul><br>**Author's Purpose**<br><ul><li>Determine the author's purpose (i.e., to persuade, to inform to entertain).</li></ul><br>**Point of View**<br><ul><li>Identify the narrator's point of view.</li><li>Cite details in a text that indicate the narrator's point of view.</li></ul> | | |

| Archdiocese of Newark Catholic Schools<br>English Language Arts Curriculum Map for Grade 3 | | | | |
|---|---|---|---|---|
| **READING** | | | | |
| **Standards** | **Content** | **Skills** | **Assessment** | **Gospel Values & Faith Connections** |
| **RL.3.3**<br>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.<br><br>**RL.3.9**<br>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).<br><br><br>**RI.3.8**<br>Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). | **Character, Theme, Plot and Setting**<br>RL.3.3, RL.3.9<br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br>**Sequence**<br>RL.3.3, RI.3.8, ,<br><br><br>**Cause and Effect**<br>RI.3.3, RI.3.8 | **Character, Theme, Plot and Setting**<br>• Identify characters, theme, plot, and setting in a story.<br>• Describe the characters in a story (appearance, traits, feelings, etc.) using information provided in the text.<br>• Use graphic organizers to show the relationship between story elements and to organize events in a story.<br><br>**Sequence**<br>• List story events in sequential order.<br><br>**Cause and Effect**<br>• Differentiate between cause and effect.<br>• Identify cause and effect relationships within a text. | | |

| Archdiocese of Newark Catholic Schools<br>English Language Arts Curriculum Map for Grade 3 | | | | |
|---|---|---|---|---|
| **READING** | | | | |
| **Standards** | **Content** | **Skills** | **Assessment** | **Gospel Values & Faith Connections** |
| **RL.3.1 & RI.3.1**<br>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | **Fact and Opinion**<br>RL.3.1, RI.3.1<br><br>**Making Inferences**<br>RL.3.1, RI.3.1<br><br><br><br><br><br>**Drawing Conclusions and Making Generalizations**<br>RL.3.1, RI.3.1<br><br><br><br><br><br>**Predictions** | **Fact and Opinion**<br>• Distinguish between fact and opinion.<br><br>**Making Inferences**<br>• Use clues from the story and prior knowledge to figure out something that is not directly stated in the text.<br><br>**Drawing Conclusions and Making Generalizations**<br>• Draw conclusions and make generalizations based on information presented in the text.<br>• Identify information that supports one's conclusion.<br>• Distinguish between valid and faulty generalizations.<br><br>**Predictions**<br>• Formulate and confirm predictions based on information | | |

| Archdiocese of Newark Catholic Schools<br>English Language Arts Curriculum Map for Grade 3 | | | | |
|---|---|---|---|---|
| **READING** | | | | |
| **Standards** | **Content** | **Skills** | **Assessment** | **Gospel Values & Faith Connections** |
| **RL.3.2**<br>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.<br><br>**RI.3.2**<br>Determine the main idea of a text; recount the key details and explain how they support the main idea.<br><br>**RI.3.9**<br>Compare and contrast the most important points and key details presented in two texts on the same topic.<br><br>**RL.3.7**<br>Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).<br><br>**RI.3.7**<br>Use information gained from illustrations (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). | **Summarizing**<br>RL.3.2, RI.3.2<br><br>**Synthesizing**<br>RI.3.9<br><br>**Making Judgments**<br>RL.3.2, RI.3.2<br><br>**Visualization**<br>RL.3.7 | presented in the text.<br><br>**Summarizing**<br>• Identify and condense the key elements or the main idea of a text.<br><br>**Synthesizing**<br>• Generate new ideas from information presented in texts.<br><br>**Making Judgments**<br>• Make judgments about a character's words, actions and decisions.<br>• Describe how a character's actions or decisions support the lesson or moral of a story.<br><br>**Visualization**<br>• Create images based on information or clues presented in the text. | | |

| Archdiocese of Newark Catholic Schools<br>English Language Arts Curriculum Map for Grade 3 | | | | |
|---|---|---|---|---|
| **READING** | | | | |
| **Standards** | **Content** | **Skills** | **Assessment** | **Gospel Values & Faith Connections** |
| | **Images and Illustrations**<br>RL.3.7, RI.3.7 | **Images and Illustrations**<br>• Utilize images and illustrations to enhance comprehension of a text. | | |
| **RL.3.4**<br>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.<br><br>**L.3.5a**<br>Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). | **Literal/Figurative Language**<br>RL.3.4, L.3.5a | **Literal/Figurative Language**<br>• Distinguish between literal and non-literal meaning of words and phrases.<br>• Interpret non-literal language using context clues in a text. | | |
| **RI.3.4**<br>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.<br><br>**L.3.4**<br>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. | **Vocabulary**<br>RL.3.4, RI.3.4, L.3.4 | **Vocabulary**<br>• Determine the meaning and appropriate use of words using a variety of strategies:<br>  o Context Clues<br>  o Prefixes<br>  o Suffixes<br>  o Affixes<br>  o Glossary & Dictionary | | |

| Archdiocese of Newark Catholic Schools<br>English Language Arts Curriculum Map for Grade 3 | | | | |
|---|---|---|---|---|
| **READING** | | | | |
| **Standards** | **Content** | **Skills** | **Assessment** | **Gospel Values & Faith Connections** |
|  |  | o Synonyms<br>o Antonyms<br>o Homonyms<br>o Compound Words<br>• Determine the definition, parts of speech, and pronunciation of words. |  |  |
|  | **Analogies** | **Analogies**<br>• Describe relationships presented in analogies. |  |  |
| **RL.3.5**<br>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.<br><br>**RL.3.10**<br>Read and comprehend literature, including stories, dramas, and poetry.<br><br>**RI.3.10**<br>Read and comprehend informational texts, including history/social studies, science, and technical texts. | **Genre**<br>RL.3.5, RL.3.10, RI.3.10 | **Genre**<br>• Classify texts as fiction or non-fiction.<br>• Recognize various genres, including:<br>o Realistic Fiction<br>o Humorous Fiction<br>o Auto Biography<br>o Biography<br>o Informational/ Expository<br>o Personal Narrative<br>o Fantasy<br>o Historical Fiction<br>o Science Fiction |  |  |

| | | | Archdiocese of Newark Catholic Schools | |
| | | | English Language Arts Curriculum Map for Grade 3 | |

**Archdiocese of Newark Catholic Schools**
**English Language Arts Curriculum Map for Grade 3**

**READING**

| Standards | Content | Skills | Assessment | Gospel Values & Faith Connections |
|---|---|---|---|---|
| | | o Fable<br>o Folktales<br>o Poetry<br>o Plays<br>• Differentiate between genres.<br>• Use correct terms to refer to parts of a text (i.e., chapter, scene, stanza, etc.) | | |

# Archdiocese of Newark Catholic Schools
## English Language Arts Curriculum Map for Grade 3

**LANGUAGE**

| Standards | Content | Skills | Assessment | Gospel Values & Faith Connections |
|---|---|---|---|---|
| **L.3.1**<br>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>a) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.<br>b) Form and use regular and irregular plural nouns.<br>c) Use abstract nouns (e.g., childhood).<br>d) Form and use regular and irregular verbs.<br>e) Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.<br>f) Ensure subject-verb and pronoun-antecedent agreement.<br>g) Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.<br>h) Use coordinating and subordinating conjunctions.<br>i) Produce simple, compound, and complex sentences. | **Sentences**<br>L.3.1 | **Sentences**<br>• Identify, distinguish among, and produce different types of sentences:<br>  o Declarative/ Statements<br>  o Interrogative/ Questions<br>  o Imperative/ Commands<br>  o Exclamatory<br>• Distinguish between a sentence and a sentence fragment.<br>• Recognize and correct run-on sentences.<br>• Identify and label parts of a sentence.<br>• Apply capitalization and punctuation rules when writing sentences.<br>• Apply knowledge of sentences in writing.<br>• Identify and correct errors in sentences.<br>• Identify and construct simple, complex and compound sentences. | Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below.<br><br>Tests<br>Quizzes<br>Reports<br>Written Assignments<br>Oral Communication<br>Oral Presentations<br>Group Projects<br>Individual Projects<br>Essays<br>Journals<br>Portfolios<br>Worksheets<br>Homework/Classwork<br>Spelling Bees<br>Exit Slips<br>Presentations | Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.<br><br>**Gospel Values**<br><br>Community<br>Compassion<br>Faith in God<br>Forgiveness<br>Hope<br>Justice<br>Love<br>Peace<br>Respect for Life<br>Service<br>Simplicity<br>Truth<br><br><br>Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum. |

## Archdiocese of Newark Catholic Schools
## English Language Arts Curriculum Map for Grade 3

**LANGUAGE**

| Standards | Content | Skills | Assessment | Gospel Values & Faith Connections |
|---|---|---|---|---|
| **L.3.1a**<br>Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.<br><br>**L.3.1b**<br>Form and use regular and irregular plural nouns. | **Nouns**<br>L.3.1a, L.3.1b | **Parts of Speech:**<br>**Nouns**<br>• Identify nouns in a sentence.<br>• Differentiate between common and proper nouns.<br>• Differentiate between singular and plural nouns.<br>• Identify and form regular and irregular plural nouns.<br>• Identify, form and distinguish between singular and plural possessive nouns.<br>• Identify collective nouns. | | Identify parts of speech in scripture verses.<br><br>Include faith terms in vocabulary development.<br><br>Incorporate Gospel values and faith related concepts in weekly spelling sentences. |
| **L.3.1f**<br>Ensure subject-verb and pronoun-antecedent agreement. | **Pronouns**<br>L.3.1a, L.3.1f | **Pronouns**<br>• Identify pronouns in a sentence.<br>• Substitute pronouns for nouns in a sentence.<br>• Identify subject, object, and possessive pronouns in sentences. | | |

| Archdiocese of Newark Catholic Schools<br>English Language Arts Curriculum Map for Grade 3 | | | | |
|---|---|---|---|---|
| **LANGUAGE** | | | | |
| **Standards** | **Content** | **Skills** | **Assessment** | **Gospel Values & Faith Connections** |
| **L.3.1a**<br>Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.<br><br>**L.3.1d**<br>Form and use regular and irregular verbs.<br><br>**L.3.1e**<br>Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.<br><br>**L.3.1f**<br>Ensure subject-verb and pronoun-antecedent agreement.<br><br><br><br><br>**L.3.1g**<br>Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. | **Verbs**<br>L.3.1a, L.3.1d, L.3.1e, L.3.1f<br><br><br><br><br><br><br><br><br><br><br><br><br>**Adverbs**<br>L.3.1a, L.3.1g<br><br><br><br><br>**Adjectives**<br>L.3.1a, L.3.1g | • Distinguish between singular and plural pronouns.<br><br>**Verbs**<br>• Classify verbs in a sentence as: verbs of being, action verbs, linking verbs, or helping verbs.<br>• Identify and form the present, past, and future tense of verbs.<br>• Identify and form the past tense of irregular verbs.<br><br>**Adverbs**<br>• Recognize and use adverbs in a sentence.<br><br>**Adjectives**<br>• Recognize and use adjectives in a sentence.<br>• Differentiate between types of adjectives. | | |

| Archdiocese of Newark Catholic Schools | | | | |
|---|---|---|---|---|
| **English Language Arts Curriculum Map for Grade 3** | | | | |
| **LANGUAGE** | | | | |
| **Standards** | **Content** | **Skills** | **Assessment** | **Gospel Values & Faith Connections** |
| **L.3.1h**<br>Use coordinating and subordinating conjunctions.<br><br>**L.3.1i**<br>Produce simple, compound, and complex sentences.<br><br><br><br>**L.3.2**<br>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>a) Capitalize appropriate words in titles.<br>b) Use commas in addresses.<br>c) Use commas and quotation marks in dialogue.<br>d) Form and use possessives.<br>e) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).<br>f) Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.<br>g) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | **Prepositions**<br>L.3.1i<br><br><br><br>**Conjunctions**<br>L.3.1h, L.3.1i<br><br><br><br>**Interjections**<br><br><br><br>**Contractions**<br><br><br><br>**Punctuation & Capitalization**<br>L.3.2 | **Prepositions**<br>• Identify and use prepositions in a sentence.<br><br>**Conjunctions**<br>• Combine sentences using conjunctions.<br><br>**Interjections**<br>• Use interjections when necessary in a sentence.<br><br>**Contractions**<br>• Apply the rules of using contractions.<br><br>**Punctuation & Capitalization**<br>• Apply punctuation and capitalization rules when writing.<br>• Use commas to combine sentences.<br>• Use commas to separate words in a series.<br>• Use correct punctuation and | | |

**LANGUAGE**

| Standards | Content | Skills | Assessment | Gospel Values & Faith Connections |
|---|---|---|---|---|
| **L.3.4**<br>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.<br>a) Use sentence-level context as a clue to the meaning of a word or phrase.<br>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).<br>c) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).<br>d) Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. | **Abbreviations**<br><br>**Reference Sources**<br>L.3.2g., L.3.4d<br><br>**Dictionary Skills**<br>L.3.2g., L.3.4d | capitalization with dates, addresses, and quotations.<br>• Use quotation marks around a speaker's words.<br>• Apply apostrophes to contractions and possessive forms.<br><br>**Abbreviations**<br>• Write and identify correct abbreviations for days, months, titles, and addresses.<br><br>**Reference Sources**<br>• Use reference sources (dictionary, glossary, index, table of contents, thesaurus, atlas, encyclopedia, digital resources) to locate information across all content areas.<br><br>**Dictionary Skills**<br>• Identify and use the parts of a dictionary (guide words, | | |

**LANGUAGE**

| Standards | Content | Skills | Assessment | Gospel Values & Faith Connections |
|---|---|---|---|---|
| **L.3.3**<br>Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>a) Choose words and phrases for effect.<br>b) Recognize and observe differences between the conventions of spoken and written standard English.<br><br>**L.3.4**<br>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.<br>a) Use sentence-level context as a clue to the meaning of a word or phrase.<br>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).<br>c) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).<br>d) Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. | **Vocabulary**<br>L.3.3, L.3.4, L.3.6<br><br><br><br>**Synonyms/Antonyms** | pronunciation, syllabication).<br>• Utilize guide words to locate words in a dictionary.<br>• Apply alphabetical order skills to find words in the dictionary.<br>• Utilize the dictionary to determine or confirm word choice in writing and speaking.<br><br>**Vocabulary**<br>• Use context clues to determine word meaning.<br>• Recall vocabulary words and use the words in speaking and writing.<br><br>**Synonyms/Antonyms**<br>• Distinguish between synonyms and antonyms.<br>• Identify synonyms and antonyms for a given word. | | |

| Archdiocese of Newark Catholic Schools | | | | |
|---|---|---|---|---|
| English Language Arts Curriculum Map for Grade 3 | | | | |
| LANGUAGE | | | | |
| Standards | Content | Skills | Assessment | Gospel Values & Faith Connections |
| **L.3.6**<br>Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). | **Homophones/ Homographs**<br><br><br><br><br>**Multiple Meaning Words**<br><br><br><br><br><br><br><br><br><br><br>**Compound Words** | • Recognize synonym and antonym pairs.<br><br>**Homophones Homographs**<br>• Recognize and provide examples of homophones.<br>• Identify and provide examples of homographs.<br><br>**Multiple Meaning Words**<br>• Recognize words that have more than one meaning.<br>• Determine the meaning of a multiple meaning word in a given context.<br>• Use multiple meaning words properly when writing and speaking.<br><br>**Compound Words**<br>• Combine two words to form a compound word. | | |

| Archdiocese of Newark Catholic Schools<br>English Language Arts Curriculum Map for Grade 3 | | | | |
|---|---|---|---|---|
| **LANGUAGE** | | | | |
| **Standards** | **Content** | **Skills** | **Assessment** | **Gospel Values & Faith Connections** |
| **L.3.5**<br>Demonstrate understanding of word relationships and nuances in word meanings.<br>a) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).<br>b) Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).<br>c) Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). | **Figurative Language**<br>L.3.5 | • Recognize compound words and their meaning.<br><br>**Figurative Language**<br>*Similes, Metaphors, and Idioms*<br>• Identify and differentiate between similes and metaphors.<br>• Use similes and metaphors in writing and speaking.<br>• Explain the meaning of idioms. | | |

# Archdiocese of Newark Catholic Schools
# English Language Arts Curriculum Map for Grade 3

**WRITING**

| Standards | Content | Skills | Assessment | Gospel Values & Faith Connections |
|---|---|---|---|---|
| **W.3.4**<br>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.<br><br>**W.3.5**<br>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.<br><br>**W.3.6**<br>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.<br><br>**W.3.10**<br>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. | **The Writing Process**<br>W.3.4, W.3.5, W.3.6, W.3.10<br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br>**Paragraph Structure**<br>W.3.4 | **The Writing Process**<br>• Know and apply the steps of the writing process:<br>   o Pre-Writing<br>   o Drafting<br>   o Revising<br>   o Editing<br>   o Publishing<br>• Identify the purpose, audience, and point of view for a writing assignment.<br>• Publish/pesent writing in various ways, such as: through technology, oral presentation, classroom display.<br>• Utilize the writing process to produce writing in all subject areas.<br><br>**Paragraph Structure**<br>• Develop and draft a well written stand-alone paragraph including topic sentence, details and conclusion. | Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below.<br><br>Tests<br>Quizzes<br>Writing Assignments<br>Conferencing<br>Essays<br>Reports<br>Group Projects<br>Individual Projects<br>Journals<br>Portfolios<br>Rubrics<br>Writing Prompts<br>Peer Reviews<br>Homework/Classwork<br>Presentations | Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.<br><br>**Gospel Values**<br><br>Community<br>Compassion<br>Faith in God<br>Forgiveness<br>Hope<br>Justice<br>Love<br>Peace<br>Respect for Life<br>Service<br>Simplicity<br>Truth<br><br><br>Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum. |

**Archdiocese of Newark Catholic Schools**
**English Language Arts Curriculum Map for Grade 3**

**WRITING**

| Standards | Content | Skills | Assessment | Gospel Values & Faith Connections |
|---|---|---|---|---|
| **W.3.3**<br>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.<br>  a) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.<br>  b) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.<br>  c) Use temporal words and phrases to signal event order.<br>  d) Provide a sense of closure.<br><br>**W.3.1**<br>Write opinion pieces on topics or texts, supporting a point of view with reasons.<br>  a) Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.<br>  b) Provide reasons that support the opinion.<br>  c) Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.<br>  d) Provide a concluding statement or section. | **Descriptive Writing**<br>W.3.3<br><br><br><br>**Narrative Writing**<br>W.3.3<br><br><br><br>**Persuasive**<br>W.3.1 | • Identify the topic of a paragraph.<br>• Produce writing that has proper sentence structure and organization.<br><br>**Descriptive Writing**<br>• Use sensory words to enhance writing.<br>• Utilize adjectives and adverbs to provide descriptive details in writing.<br><br>**Narrative Writing**<br>• Organize events in a logical sequence.<br>• Use time- order words to show the order of events.<br>• Use descriptive details to develop characters and events.<br><br>**Persuasive**<br>• State the opinion or position being presented. | | Write essays and reports on topics related to Catholic faith.<br><br>Research a saint and write a report about him or her.<br><br>Produce writing assignments that integrate and reflect Gospel values.<br><br>Create a class newspaper. Students write about "Building God's Kingdom" in the community, school, and classroom.<br><br>Write thank you letters to people who spread the Word of God throughout the school, parish and community.<br><br>Write poems about the importance of faith. |

# Archdiocese of Newark Catholic Schools
## English Language Arts Curriculum Map for Grade 3

**WRITING**

| Standards | Content | Skills | Assessment | Gospel Values & Faith Connections |
|---|---|---|---|---|
| **W.3.2**<br>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<br>a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.<br>b) Develop the topic with facts, definitions, and details.<br>c) Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.<br>d) Provide a concluding statement or section.<br><br>**W.3.7**<br>Conduct short research projects that build knowledge about a topic. | **Expository**<br>W.3.2, W.3.7<br><br><br><br>**Creative Writing** | • Provide reasons that support the opinion being presented.<br>• Cite facts and examples to support the position or opinion being presented.<br>• Provide a strong conclusion.<br><br>**Expository**<br>• Present factual information about an issue, subject, method, or idea.<br>• Present information in logical order.<br><br><br>**Creative Writing**<br>• Express thoughts or feelings and emotions through writing.<br>• Express ideas creatively using imagination. | | Students write an end of the year paragraph about how they achieved their faith goals of knowing God, loving God and serving God. |

| Archdiocese of Newark Catholic Schools English Language Arts Curriculum Map for Grade 3 | | | | |
|---|---|---|---|---|
| **WRITING** | | | | |
| **Standards** | **Content** | **Skills** | **Assessment** | **Gospel Values & Faith Connections** |
| **W.3.10**<br>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. | **Letter Writing**<br>W.3.10 | **Letter Writing**<br>• Identify the five parts of a letter:<br>  o Heading<br>  o Greeting<br>  o Body<br>  o Closing<br>  o Signature<br>• Write each part of a letter correctly.<br>• Write a letter.<br>• Address an envelope correctly, including the return address. | | |
| | **Poetry**<br>W.3.10 | **Poetry**<br>• Identify and recognize different types of poetry and poetic forms.<br>• Use imagery and figurative language to enhance poetry. | | |
| **W.3.7**<br>Conduct short research projects that build knowledge about a topic.<br><br>**W.3.8**<br>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | **Research**<br>W.3.7, W.3.8 | **Research**<br>• Investigate different topics to gain information.<br>• Utilize print and digital sources to gather information. | | |

**Archdiocese of Newark Catholic Schools**
**English Language Arts Curriculum Map for Grade 3**

**WRITING**

| Standards | Content | Skills | Assessment | Gospel Values & Faith Connections |
|---|---|---|---|---|
| **W.3.4** <br> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. <br><br> **W.3.10** <br> 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. | **Book Reports** <br> W.3.4, W.3.10 | • Incorporate information from different reference sources into writing. <br><br> **Book Reports** <br> • Recall information from literary text and present in summary form. | | |

# Archdiocese of Newark Catholic Schools
## English Language Arts Curriculum Map for Grade 3

**SPEAKING & LISTENING**

| Standards | Content | Skills | Assessments | Gospel Values & Faith Connections |
|---|---|---|---|---|
| **SL.3.1**<br>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.<br>a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.<br>b) 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).<br>c) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.<br>d) Explain their own ideas and understanding in light of the discussion.<br><br>**SL.3.4**<br>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. | **Group Discussion**<br>SL.3.1<br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br>**Oral Presentations/Public Speaking**<br>SL.3.4, SL.3.6 | **Group Discussion**<br>• Engage in one-on-one, group, and teacher led discussions.<br>• Focus on the individual speaking (as a listener).<br>• Follow agreed upon rules for discussion.<br>• Demonstrate understanding through response.<br>• Ask questions to gain clarification.<br><br>**Oral Presentations & Public Speaking**<br>• Recognize and differentiate among various types of oral presentations.<br>• Gather accurate and appropriate information.<br>• Identify sources from which information was obtained.<br>• Present information in an organized manner. | Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below.<br><br>Tests<br><br>Quizzes<br><br>Oral Presentations<br><br>Oral Reading<br><br>Response to Oral Presentations<br><br>Summary of Oral Presentations<br><br>Journals<br><br>Group Discussions<br><br>Speeches<br><br>Plays and Skits<br><br>Multimedia Presentations<br><br>Group Projects<br><br>Individual Projects | Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.<br><br>**Gospel Values**<br><br>Community<br>Compassion<br>Faith in God<br>Forgiveness<br>Hope<br>Justice<br>Love<br>Peace<br>Respect for Life<br>Service<br>Simplicity<br>Truth<br><br><br>Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum. |

# Archdiocese of Newark Catholic Schools
## English Language Arts Curriculum Map for Grade 3

**SPEAKING & LISTENING**

| Standards | Content | Skills | Assessments | Gospel Values & Faith Connections |
|---|---|---|---|---|
| **SL.3.6**<br>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.<br><br>**RF.3.4**<br>Read with sufficient accuracy and fluency to support comprehension.<br>a) Read on-level text with purpose and understanding.<br>b) Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.<br>c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | **Oral Reading**<br>RF.3.4 | • Focus on class or audience when speaking<br>• Express ideas clearly.<br>• Speak in complete sentences.<br>• Incorporate important elements of effective oral presentation:<br>  o Volume and Tone<br>  o Enunciation<br>  o Eye Contact<br>  o Body Language & Gestures<br><br>**Oral Reading**<br>• Read aloud with fluency and accuracy.<br>• Demonstrate comprehension through reading aloud.<br>• Use inflection to convey emotion. |  | Retell gospel stories through drama/public speaking.<br><br>Make an oral presentation on a faith topic relevant to our time.<br><br>Read at class and school masses, prayer services, etc. |
| **SL.3.2**<br>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | **Listening**<br>SL.3.2, SL.3.3 | **Listening**<br>• Follow directions presented orally.<br>• Demonstrate a receptive attitude through body |  |  |

**SPEAKING & LISTENING**

| Standards | Content | Skills | Assessments | Gospel Values & Faith Connections |
|---|---|---|---|---|
| **SL.3.3**<br>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.<br><br><br><br><br><br>**SL.3.5**<br>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. | **Recalling Information**<br>SL.3.2, SL.3.3<br><br><br><br><br><br>**Audio/Video Analysis**<br>SL.3.3, Sl.3.5 | language.<br>• Maintain eye contact with speaker.<br>• Ask questions to gain clarification.<br><br>**Recalling Information**<br>• Restate a speaker's main points.<br>• Make a personal connection to the speaker's message.<br><br>**Audio/Video Analysis**<br>• Analyze audio and video dialogue.<br>• Synthesize auditory and verbal information to enhance understanding of text. | | |

**HANDWRITING**

| Standards | Content | Skills | Assessment | Gospel Values & Faith Connections |
|---|---|---|---|---|
| **WLP.3.8**<br>Know and apply grade-level handwriting skills.<br><br>**WLP.3.2**<br>Produce words, sentences, and paragraphs with proper proportion, size, and spacing on lined paper using manuscript writing.<br><br>**WLP.3.3**<br>Form legible letters and numerals using cursive writing.<br>a) Identify and create four basic cursive lines (undercurve, downcurve, overcurve, slant).<br>b) Form individual uppercase and lowercase cursive letters and numerals with acceptable legibility.<br>c) Write letters in cursive using consistent slant.<br>d) Form joinings to connect letters, maintaining proportion of letters to joinings.<br>e) Form cursive words using correct spacing between letters and proportional letter sizes.<br>f) Form sentences using cursive handwriting with correct spacing between words and with punctuation.<br>g) Form cursive paragraphs using proper indentation and margins.<br>h) Self-assess cursive legibility using model letters and words. | **Manuscript**<br>WLP.3.8, WLP.3.2<br><br><br><br><br><br><br><br><br><br><br><br><br>**Cursive Writing**<br>WLP.3.3, WLP.3.8 | **Manuscript**<br>• Demonstrate correct strokes.<br>• Form legible letters and numbers.<br>• Maintain proper, proportion, size, and spacing when writing words, sentences and paragraphs.<br>• Maintain proper writing posture, and hand and paper position.<br><br>**Cursive Writing**<br>• Identify and create four basic cursive strokes (undercurve, downcurve, overcurve, slant).<br>• Form individual uppercase and lowercase cursive letters and numerals with acceptable legibility.<br>• Write letters in cursive using consistent slant.<br>• Form joinings to | Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below.<br><br>Daily Written Work<br>Writing Samples<br>Timed Writing Tasks<br>Worksheets | Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.<br><br>**Gospel Values**<br><br>Community<br>Compassion<br>Faith in God<br>Forgiveness<br>Hope<br>Justice<br>Love<br>Peace<br>Respect for Life<br>Service<br>Simplicity<br>Truth<br><br><br>Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum. |

| Archdiocese of Newark Catholic Schools<br>English Language Arts Curriculum Map for Grade 3 | | | | |
|---|---|---|---|---|
| **HANDWRITING** | | | | |
| **Standards** | **Content** | **Skills** | **Assessment** | **Gospel Values & Faith Connections** |
| | | connect letters, maintaining proportion of letters to joinings.<br>• Form cursive words using correct spacing between letters and proportional letter sizes.<br>• Form sentences using cursive handwriting with correct spacing between words and with punctuation.<br>• Form cursive paragraphs using proper indentation and margins.<br>• Self-assess cursive legibility using model letters and words. | | |
| **WLP.3.6**<br>Write by hand with speed and fluency appropriate for grade 3. | **Fluency**<br>WLP.3.6 | **Fluency**<br>• Produce neat and legible written work with appropriate speed. | | |