

Ocean Academy Charter School  
Curriculum Guide  
Grade 3 - ELA



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| <b>Original Adoption:</b> | August 2025                      |
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| OCEAN ACADEMY CHARTER SCHOOL<br>English Language Arts Curriculum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                       |
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| <b>Content Area:</b> English Language Arts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                       |
| <b>Course Title:</b> English Language Arts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                       |
| <b>Grade Level:</b> Grade 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                       |
| Trimester                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Pacing Guide in Days                  |
| <p><b>Trimester 1</b></p> <p><b>Reading Skills:</b> Fiction and Nonfiction (Recounting a Story, Determining the Central Message, Asking and Answering Questions, Describing Characters, Recounting Key Details, Determining the Main Idea, Describing Step in a Process, and Determining Point of View).</p> <p><b>Foundations:</b> Closed Syllables, Glued Sounds: all, an, am, ang, ong, ing, ung, ank, ink, onk, unk, Closed Exceptions: olt, ost, ind, ild, ck and tch spelling, Suffixes: -s, -es, -ed, -ing, -able, -ive, -en, -er, est, -ish, -y, -less, -ful, -ness, -ly, -ty, -ment, Forming plurals using -s and -es, 1-1-1 Spelling Rule, Vowel-Consonant-e syllables, Spelling of /k/ in a v-e syllable, s saying /z/ between two vowels, Division of multisyllabic words, Two-syllable words with closed and vowel-consonant-e syllables, ve as a suffix<br/>ve at the end of a word, Silent e spelling rule, Identifying schwa and reading words with a schwa, -et spelling at the end of words, Dictionary skills, Lowercase cursive letters: e, h, b, f, k, i, j, p, r, s, t, u, w, c, a, o, c, a, o, n, m, v, y, and Sound Alike Words (homophones).</p> | <p>60 days<br/>September-December</p> |

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| <p><b>Writing Skills:</b> Launching Writing Workshop, Narrative Writing, and Literary Analysis</p> <p>Amistad<br/>Diversity and Inclusion<br/>Asian American Pacific Islanders</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                               |
| <p style="text-align: center;"><b>Trimester 2</b></p> <p><b>Reading Skills:</b> Fiction and Nonfiction (Determining Word Meanings, Asking and Answering Questions, Comparing Stories, Describing Connections in Texts, and Connecting Words and Pictures).</p> <p><b>Fundations:</b> Open Syllables, Schwa in an open syllable with a, Schwa in an open syllable with i, Open syllable exception, Pluralizing words ending in y, Y and suffix spelling rule, Consonant-le syllables, Consonant-le exception, Final syllable with schwa vs. consonant-le, Adding suffixes to consonant-le, All sounds of ar, er, ir, or, and ur, Combining r-controlled syllables with er, ir and ur with other syllable types, Dictionary skills, r-controlled exception (rr), 1-1-1 spelling rule with r-controlled words, Lowercase cursive letters: z, x, Uppercase cursive letters: A, O, C, G, E, F, T, B, P, R, L, H, K, N, M, and Sound Alike Words (homophones)</p> <p><b>Writing Skills:</b> Opinion Writing (Biographies) and Literary Analysis</p> <p>Amistad<br/>Holocaust<br/>Diversity and Inclusion<br/>Asian American Pacific Islanders</p> | <p style="text-align: center;">60 days<br/>December-March</p> |
| <p style="text-align: center;"><b>Trimester 3</b></p> <p><b>Reading Skills:</b> Nonfiction and Fiction (Connecting Words and Pictures, Using Text Features, Analyzing a Poem, Comparing and Contrasting Texts, Analyzing a Play, and Determining Point of View).</p> <p><b>Fundations:</b> Double vowels, Double vowel syllables, Additional sounds: eigh, ei, ea, ie, igh, oo, ui, Adding suffixes to double vowel words, Double vowel exception, Contractions, Soft sound of c after e, i, y, Soft sound of g after e, i, y, English words do not end in j, dge after a short vowel, Silent e spelling rule after soft g and c,</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p style="text-align: center;">60 days<br/>March-June</p>     |

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| <p>New sounds: ch-chorus-/k/; ph-phone-/f, Silent letters, tion and sion ture and tu ci and ti, Advanced suffix endings -ous, -al, -ent, -an, Uppercase cursive letters: D, W, U, V, Y, Z, Q, X, S, I, J, and Sound Alike Words (homophones)</p> <p><b>Writing Skills:</b> Informational/Explanatory Writing and Literary Analysis</p> <p><b>Diversity and Inclusion</b></p> <p><b>Asian American Pacific Islanders</b></p> |  |
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| <p style="text-align: center;"><b>OCEAN ACADEMY CHARTER SCHOOL</b><br/><b>Trimester 1</b><br/><b>Overview</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                 |
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| <b>Content Area: English Language Arts</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                 |
| <p style="text-align: center;"><b>Unit Title: Trimester 1</b></p> <p><b>Reading Skills: Fiction and Nonfiction:</b> In this trimester, students will develop their comprehension skills across both fiction and nonfiction texts. They will practice recounting stories by identifying key details and retelling events in the correct order. Students will also learn how to determine the central message in a story or the main idea in an informational passage. Through guided discussions and independent reading, they will ask and answer questions to build deeper understanding and engage thoughtfully with text. Character study will play an important role as students describe how characters respond to events and how their traits influence the story. In nonfiction, students will identify and describe steps in a process and use text features to locate information efficiently. Additionally, students will begin to identify the author's or narrator's point of view, laying the groundwork for critical thinking about perspective and bias in texts.</p> <p><b>Fundations:</b> Phonics and word study instruction will focus on building foundational spelling and decoding skills. Students will learn to read and write closed syllables and will be introduced to glued sounds such as <i>all</i>, <i>an</i>, <i>am</i>, <i>ang</i>, <i>ong</i>, <i>ing</i>, <i>ung</i>, <i>ank</i>, <i>ink</i>, <i>onk</i>, and <i>unk</i>. Instruction will also address closed syllable exceptions including <i>olt</i>, <i>ost</i>, <i>ind</i>, and <i>ild</i>. Students will apply spelling rules for words ending in <i>ck</i> and <i>tch</i>, and will use the 1-1-1 spelling rule when adding suffixes to single-syllable base words. As students work with vowel-consonant-e (VCe) syllables, they will learn how the silent e changes vowel sounds and how it influences the spelling of /k/ in such syllables. They will also study the spelling pattern where s says /z/ between two vowels and learn how to read and</p> | <p><b>Duration: 60 days</b></p> |

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write words with a final -et and -ve spelling, including ve as a suffix. Students will be introduced to the schwa sound and learn to read words that contain it. Multisyllabic word reading will be reinforced through practice with two-syllable words that include both closed and VCe syllables.

Spelling and vocabulary work will include adding common suffixes such as -s, -es, -ed, -ing, -able, -ive, -en, -er, -est, -ish, -y, -less, -ful, -ness, -ly, -ty, and -ment, and applying rules for forming plurals with -s and -es. Students will continue to build fluency and word recognition while expanding their vocabulary through the use of a dictionary and exposure to homophones—words that sound the same but have different meanings and spellings.

**Writing Skills:** Students will begin the trimester by launching the Writing Workshop model, which introduces them to the writing process: planning, drafting, revising, editing, and publishing. During narrative writing, students will learn to craft stories with clear beginnings, middles, and endings, including well-developed characters and meaningful events. They will also be introduced to literary analysis by responding to stories they've read, explaining character actions, identifying story themes, and supporting their ideas with evidence from the text. Writing instruction will also emphasize sentence structure, punctuation, and language usage to help students express their ideas clearly and accurately.

This introductory unit reflects an integrated approach to developing essential literacy skills that support comprehension, communication, and independent learning in third grade.

**Target Course/Grade Level: Grade 3**

**Introduction/Unit Focus:**

**Fiction Reading Skills:**

In this unit, students will strengthen their ability to comprehend and analyze fictional texts. They will practice recounting stories, focusing on retelling events in the correct order with important details. Students will learn to determine the central message or lesson the author is conveying, and they will engage in asking and answering questions to monitor their understanding. As they read, students will also describe characters, paying attention to their traits, motivations, and how they respond to events.

**Nonfiction Reading Skills:**

Students will also work with a variety of informational texts to build nonfiction comprehension. They will recount key details from what they read and learn how to identify the main idea supported by those details. Additionally, they will describe steps in a process when reading procedural or scientific texts. Throughout this work, students will begin to recognize and determine the author's point of view and how it influences the information presented.

**Writing Skills: Narrative Writing:**

In writing, students will focus on crafting well-structured narrative pieces. They will learn to use effective narrative techniques, including dialogue, descriptive details, and temporal words to show the sequence of events. Lessons will emphasize writing clear beginnings, strong middles, and satisfying endings that provide a sense of closure. Students will be encouraged to plan their writing thoughtfully and revise to enhance clarity and style.

**Disciplinary Concepts for the Unit**

**Standard 9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

**Standard 9.2 Career Awareness, Exploration, Preparation and Training**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

**Standard 9.4 Life Literacies and Key Skills**

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

**Standard 8.1 Computer Science**

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

**Standard 8.2 Design Thinking**

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

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**Amistad Law: N.J.S.A. 18A 52:16A-88** Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

**Holocaust Law: N.J.S.A. 18A:35-28** Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

**Diversity and Inclusion: C.18A:35-4.36a** Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

**Asian Americans and Pacific Islanders (AAPI)**

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

**21st Century Themes and Skills**

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

**Focus Standards (Major Standards) New Jersey Student Learning Standards**  
**Grade 3 ELA Standards with Practices**

**Content Standards: New Jersey Student Learning Standards for**  
**English Language Arts**

**READING DOMAIN**

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| <p style="text-align: center;"><b>(CR) Close Reading of Text:</b></p> <p><b>By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p>            |
| <p>RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.</p>                                                                                                                                                    |
| <p style="text-align: center;"><b>(CI) Central Ideas and Themes of Texts:</b></p> <p><b>By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b></p>                                                                                                  |
| <p>RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).</p>                                                                                                                                                    |
| <p>RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).</p>                                                                                                                                                    |
| <p style="text-align: center;"><b>(IT) Interactions Among Text Elements:</b></p> <p><b>By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b></p>                                                                                                                           |
| <p>RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.</p>                                                                                                                                                                           |
| <p>RI.IT.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.</p>                                                                                                                      |
| <p style="text-align: center;"><b>(PP) Perspective and Purpose in Texts:</b></p> <p><b>By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.</b></p>                                                                                                                                                    |
| <p>RI.PP.3.5. Distinguish their own point of view from that of the author of a text.</p>                                                                                                                                                                                                                                                            |
| <p style="text-align: center;"><b>LANGUAGE DOMAIN</b></p>                                                                                                                                                                                                                                                                                           |
| <p style="text-align: center;"><b>(RF) Foundational Skills: Reading Language:</b></p> <p><b>By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.</b></p>                             |
| <p>L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> <li>A. Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>B. Decode words with common Latin suffixes.</li> <li>C. Decode multisyllable words.</li> </ul> |

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- D. Read grade-appropriate irregularly spelled words.
- E. Analyze the parts of high-frequency words that are regular and the parts that are irregular.

- L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
- A. Read grade-level text with purpose and understanding.
  - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
  - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**WRITING DOMAIN**

**(NW) Narrative Writing:**

**By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

- W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.
- A. Orient the reader by establishing a situation and introducing a narrator and/or characters; clearly organize an event sequence.
  - B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
  - C. Use transitional words and phrases to manage the sequence of events.
  - D. Use concrete words and phrases and sensory details to convey experiences and events.
  - E. Provide a conclusion or sense of closure that follows the narrated experiences or events.

**(WP) Writing Process:**

**By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.**

- W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- A. Identify audience, purpose, and intended length of composition before writing.
  - B. Consider writing as a process, including self-evaluation, revision and editing.
  - C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice

**(WR) Writing Research:**

**By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.**

- W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.

**(SE) Sources of Evidence:**

**By the end of grade 12, gather relevant information and evidence from multiple sources to**



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| support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p style="text-align: center;"><b>(RW) Range of Writing:</b></p> <p style="text-align: center;"><b>By the end of grade 12, 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 tasks, purposes, and audiences.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>SPEAKING AND LISTENING DOMAIN</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p style="text-align: center;"><b>(PE) Participate Effectively:</b></p> <p style="text-align: center;"><b>By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>SL.PE.3.1. 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.</p> <ul style="list-style-type: none"> <li>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</li> <li>B. Follow agreed-upon norms 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).</li> <li>C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> <li>D. Explain their own ideas and understanding in light of the discussion.</li> </ul> |
| <p style="text-align: center;"><b>(AS) Adapt Speech:</b></p> <p style="text-align: center;"><b>By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>LANGUAGE DOMAIN</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p style="text-align: center;"><b>(WF) Foundational Skills: Writing Language:</b></p> <p style="text-align: center;"><b>By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| L.WF.3.3. Demonstrate command of the conventions of writing including those listed under                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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grade two foundational skills.

- A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
- B. Capitalize appropriate words in titles.
- C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
- D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
- E. Use appropriate pronouns with clear referents.
- F. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
- G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
- H. Paraphrase a main idea or event in order to vary sentence structure and word use.
- I. Organize ideas into paragraphs with main ideas and supporting details.

L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.

- A. Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
- B. Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
- C. Identify language of word origin, as noted in dictionaries.
- D. Spell singular and plural possessives (teacher's; teachers')
- E. Change y to i (cried) in words with suffixes, when required
- F. Spell regular two- and three-syllable words that:
  - a. Combine all basic syllable types: closed, VCe, open, vowel team, vowel -r, Consonant-le.
  - b. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.
- G. Spell common words in English, including regular and irregular forms.

**(VL) Vocabulary Acquisition, Use and Literal Meaning:**

**By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.**

L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words 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.

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**(VI) Vocabulary Acquisition, Use and Interpretative Meaning:**  
**By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.**

L.VI.3.3. Demonstrate understanding of figurative language, 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).

**New Jersey Student Learning Standards: Interdisciplinary Connections**  
**New Jersey Student Learning Standards**

**3-PS2-1:** Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

**3-PS2-2:** Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.

**3-ESS3-1:** Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.

**6.1.5.CivicsPI.2:** Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).

**6.1.5.CivicsPR.3:** Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.

**New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills**

| <b>Core Ideas</b>                              | <b>Performance Expectations (Identified with Standard Number and statement)</b>                                         |
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| You can give back in areas that matter to you. | 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. |

**New Jersey Student Learning Standards: Computer Science and Design Thinking**

| <b>Core Ideas</b>                                                  | <b>Performance Expectations (Identified with Standard Number and Statement)</b>                        |
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| Many factors influence the accuracy of inferences and predictions. | 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data. |

**New Jersey Student Learning Standards: Climate Change Mandate**

| <b>Core Ideas</b> | <b>Performance Expectations (Identified with Standard Number and Statement)</b> |
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| <p>Reading Language Arts</p>                                                                                                                          | <p>RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.</p> <p>Climate Change Example: Students may compare and contrast key details from two informational text sources that describe climate change in different regions of the world.</p> <p>W.AW.3.1. Write opinion texts to present an idea with reasons and information.</p> <p>Climate Change Example: Students may use information from texts they have read to state their opinions on the most important environmental issue that affects their community, the state, the nation, or the world.</p> <ul style="list-style-type: none"> <li>A. Introduce an opinion clearly.</li> <li>B. Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.</li> <li>C. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons.</li> <li>D. Provide a conclusion related to the opinion presented.</li> </ul> <p>SL.PI.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.</p> <p>Climate Change Example: Students may present information about climate change in a region of the world, using supporting evidence gathered from relevant texts.</p> |
| <p>A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts</p> | <p>3-ESS3-1: Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

**Knowledge and Skills**

## Unit Learning Targets (Objectives):

*Students will be able to...*

### Reading:

- Closely read texts to build understanding and comprehension.
- Determine the central message or main idea in literary and informational texts.
- Identify key details that support the main idea or central message.
- Establish the point of view in a text and compare it with the reader's perspective.
- Refer explicitly to text when answering questions and forming ideas.
- Ask and answer both factual and inferential questions using text-based evidence.
- Identify important details through repeated close reading.
- Make personal, text-to-text, and global connections when relevant.
- Apply a range of comprehension strategies to read with purpose and deepen understanding.
- Read aloud with appropriate fluency, rate, and expression.
- Reread when necessary to improve accuracy, fluency, and comprehension.
- Distinguish base words from affixes and identify their roles in word formation.
- Identify and define common prefixes, suffixes, and Latin-based word parts.
- Use strategies to decode and read multisyllabic words accurately.
- Apply word recognition strategies to support vocabulary understanding in context.

### Writing Skills:

- Produce writing that is clear, focused, and appropriate to the task, audience, and purpose.
- Develop ideas using narrative techniques such as dialogue, descriptive details, temporal words, and logical sequencing.
- Write effective conclusions that provide closure.
- Use transitional words and phrases to link ideas and events.
- Organize and structure writing to reflect the writing type and purpose.
- Unpack writing tasks and purposes to guide planning and execution.
- Revise writing by adjusting word choice and sentence structure for clarity and impact.
- Edit for correct grammar, punctuation, and spelling.
- Use graphic organizers (e.g., story maps, story mountains, writing frames) to plan and structure writing.
- Reflect on writing and revise based on feedback and self-assessment.
- Explain writing choices and decisions when applicable.
- Develop content-related topics in writing with appropriate structure and voice.
- Produce writing across various time frames, including extended writing and short responses.

**Technology:**

- Use digital tools, with guidance, to produce, revise, and publish writing.
- Collaborate with peers and adults through technology to support the writing process.
- Incorporate personal experiences and background knowledge to inform and enrich writing.

**Unit Enduring Understandings:**

*Students will know...*

- Fluent readers group words quickly to help them gain meaning from what they read.
- Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.
- Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
- Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.

**Unit Essential Questions:**

- How does fluency affect comprehension?
- How do readers construct meaning from text?
- How do good writers express themselves? How does the process shape the writer's product?
- How do writers develop a well written product?

**Instructional Plan**

Reading and Writing taught through a balanced literacy framework gives all children extended periods of time to read, write, talk and think critically. This, along with high interest accessible books (of their choice) that are on each student's reading level, will provide our students with the essential 21st century literacy skills.

The ELA block will consist of the following components:

**Reading**

- Interactive Read Aloud- The teacher will read a mentor text to the class, stopping periodically to think aloud, and model how readers interact with a text before, during, and after reading. The teacher will engage students in discussions that enhance meaning and develop critical and analytical thinking.

- Shared Reading- An interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by the teacher. The teacher should highlight places to stop, ask questions, or model the focus strategies. All students must be able to see the print or have access to the chosen text.

- Geode Readable
- iReady

**OR**

- Mini-Lesson- The teacher will revisit a mentor text, set the purpose, and model a specific skill or strategy. The teacher will guide students as they quickly practice the taught skill or strategy.
- Independent Reading- Independent Reading should be incorporated daily. The students will apply what they are learning to books of their choice independently. The teacher will confer with individual readers, partnerships, and/or small groups, providing support as needed.
  - Independent Reading can include Read to Self, Read to Someone, or Read with Computer (iReady, RAZ Kids).
  - During Reading Conferences teachers can provide Goal Setting or incorporate Fluency Checks and Sight Word Checks.
  - Student book bins should include books on independent reading level and at least one choice book.
  - Classroom Library
  - Geode Readables
  - Decodable Readers (Primary Phonics, SPIRE, Reading A-Z Decodable Readers)
- Small Group Instruction- The teacher meets with groups of students to conduct guided reading and/or strategy groups depending on the needs of their students.
  - Guided Reading
    - The students individually read a text that the teacher has selected at the instructional reading level.
    - The teacher supports the students as they read the chosen text. The teacher will coach or prompt students to reinforce independence or provide individual feedback.
  - Strategy Groups
    - The students are placed into a strategy group when the teacher has found that they have a common strategy that needs improvement. Students can be grouped according to common needs based on previously collected assessment data, anecdotal evidence on which students struggled during a particular lesson, or data collected via individual conferences.
  - Foundations Intervention (Grades K-3)
    - The teacher can provide explicit instruction on any phonics concepts the students need more support with.



## Writing

- Interactive Read Aloud- Typically used at the start of a unit to expose students to a specific genre of writing. The teacher will read mentor texts to the class and stop periodically to share thoughts, observations, inquiries, and ideas about the texts and authors. The teacher will model how to read like a writer, focusing on the writer's process and craft. It is possible that teachers will NOT read the entire text.

OR

- Mini-Lesson- The teacher will revisit a mentor text, set the purpose, and model a specific skill or strategy. The teacher will guide students as they quickly practice the taught skill or strategy.
- Independent Writing/Conferring- The students will apply what they are learning to their own writing independently. They will practice or try out what was modeled in the mini-lesson or discussed during an Interactive Read Aloud and make decisions about their writing. The teacher will confer with individual writers, partnerships, and/or small groups, providing support as needed.
- Share- Students share work with their peers offering comments, noticings and/or suggestions.

## Evidence of Student Learning

### Formative Assessments

Ongoing checks for understanding used to guide instruction:

- Teacher Observations & Anecdotal Notes
- Exit Slips & Think-Pair-Share
- Open-Ended Questions
- Peer and Self-Assessments
- Whiteboard Responses
- Kinesthetic Checks
- Standards-Based Rubrics
- Constructive Quizzes
- Weekly Checks/Short Tests
- Writing Workshop
- Reading Logs & Reading Responses
- Journals / Writer's Notebooks
- Graphic Organizers
- Cooperative Group Activities
- Class Discussions
- Teacher-Student Conferences
- Running Records
- Literature Circles
- Monthly Timed Writing Tasks

- DRA-3 (as a progress check)
  - Portfolio Collections
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### **Summative Assessments**

Evaluations used to measure mastery at the end of a unit or skill set:

- Unit Tests
  - Timed Writing Pieces
  - Timed Reading Assessments (DRA-3)
  - Foundations Unit Tests
  - Portfolio Writing Samples
  - Performance Assessments
  - iReady Standards Mastery
  - District Benchmarks and Interim Assessments
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### **Benchmark Assessments**

Periodic assessments that track progress over time:

- iReady Benchmark Assessments
  - DRA-3
  - Ready Reading Interim Assessments
  - LinkIt Assessments
  - Writing Prompts
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### **Alternative Assessments**

Flexible options for demonstrating learning:

- iReady Standards Mastery (as needed)
  - Modified Performance Tasks
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### **Performance Tasks**

Standards-based tasks that apply learned skills:

- Written Responses
- Narrative Writing Pieces
- Graphic Organizers

- Class Discussions

### Suggested Options for Differentiation

#### Special Education

- Follow all IEP accommodations
- Use visuals and graphic organizers
- Pre-teach key vocabulary with pictures or gestures
- Provide small group reading and writing instruction
- Read aloud daily to model fluency
- Allow oral or dictated responses
- Offer extended time for tasks and assessments
- Use audiobooks, large print, or digital texts
- Assign peer tutors or buddies for support
- Use choral reading, songs, and chants to build fluency
- Provide preferential seating
- Gradually increase text length as skills improve
- Use assistive technology (e.g., scribe, communication devices)

#### Students with 504 Plans

- Follow 504 Plan accommodations
- Provide extra time for assignments and tests
- Allow responses to be given orally or dictated
- Use small group instruction as needed
- Provide accessible formats (large print, digital text, audiobooks)
- Offer scribe or assistive tools for writing tasks

#### Students at Risk of School Failure

- Pre-teach vocabulary and use visuals
- Read aloud regularly to support comprehension
- Use songs, chants, and choral reading to build engagement
- Provide peer tutors or buddy support
- Offer preferential seating and small group instruction
- Gradually increase task difficulty as confidence builds

#### Gifted and Talented

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- Ask open-ended and higher-level thinking questions
- Encourage creative problem-solving and discovery learning
- Group students by interest or ability during centers
- Offer independent projects and advanced reading materials
- Provide flexible learning menus or contracts
- Use pre-assessments to guide enrichment
- Include puzzles, concept maps, and simulations
- Integrate Bloom's Taxonomy (analyze, evaluate, create)
- Offer whole-group and small-group enrichment activities

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**Multilingual Learners (MLs)**

- Pre-teach vocabulary with visuals and realia
- Label classroom items to support language development
- Use small group guided reading and writing
- Allow extended time and oral responses
- Use audiobooks and visual supports
- Assign vocabulary movements or gestures
- Collaborate with ESL teachers for targeted strategies

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**Diversity and Inclusion**

- Build positive relationships with families
- Include cultural traditions and perspectives in lessons
- Offer alternative formats or assignments
- Use visuals, outlines, and academic word walls
- Speak clearly and avoid slang or idioms
- Allow extra wait time when calling on students
- Use closed captioning when available
- Collaborate with support staff (e.g., ESL, special education)
- Encourage native language use at home to support bilingual development
- Maintain structured, predictable routines to support all learners

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**Supplemental Resources**

Grade 3 Curriculum Map

**Instructional Materials:**

- Foundations Unit Tests
- iReady Magnetic Reader Tests
- Brainpop Jr.
- Readworks

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- RAZ Kids
- Mentor Texts:
  - I am Enough Book by Grace Byers
  - The Invisible Boy by Trudy Ludwig
- Writing Fundamentals
  - Babushka's Doll by Patricia Polacco
  - Thank You, Mr. Falker by Patricia Polacco
  - Chicken Sunday by Patricia Polacco
  - The Keeping Quilt by Patricia Polacco
- Magnetic Reader
  - The Turtle Ship
  - Howling Up the Moon
  - Learning From Each Other
  - The Hula Hoopin' Queen
  - "Welcome to the Reef"
  - "The Strange Powers of Volcanoes"

Supplemental Materials:

- Flocabulary
- Epic Books
- Foundations FUN Hub
- Storyworks

Intervention Materials:

- Double Dose of Foundations
- Fluency Kits

Online Resources:

- iReady Teacher Toolbox

Teacher Notes

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| Overview                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                   |
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| Content Area: English Language Arts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                   |
| Unit Title: Trimester 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Duration: 60 days |
| Target Course/Grade Level: Grade 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                   |
| <p style="text-align: center;"><b>Introduction/Unit Focus:</b></p> <p><b>Reading Skills-Fiction and Nonfiction:</b></p> <p>In this unit, students will expand their comprehension of both fiction and nonfiction texts by asking and answering questions to deepen understanding and clarify meaning. They will focus on determining the meanings of unfamiliar words using context clues and other strategies. Students will compare and contrast story elements across different texts and describe meaningful connections between ideas, events, and information. Particular attention will be given to understanding how words and illustrations work together to convey meaning, especially in nonfiction texts.</p> <p><b>Foundational Skills (Foundations)-Phonics, Spelling, and Word Study:</b></p> <p>Students will continue to build their phonics and spelling knowledge with a focus on open syllables and the schwa sound. Instruction will include reading and spelling words with open syllables, as well as identifying schwa sounds in open syllables containing the letters <i>a</i> and <i>i</i>. Students will also learn open syllable exceptions and will apply the rule for pluralizing words that end in <i>y</i>, along with the related <i>y-to-i</i> suffix spelling rules. This unit also introduces consonant-le syllables and their exceptions, and guides students in distinguishing between final syllables with schwa sounds and those with consonant-le patterns. Students will apply suffixes to consonant-le base words and expand their decoding of r-controlled vowel patterns, including all sounds of <i>ar</i>, <i>er</i>, <i>ir</i>, <i>or</i>, and <i>ur</i>. Students will also combine r-controlled syllables with other syllable types and learn exceptions such as <i>rr</i> spellings. The 1-1-1 spelling rule will be reinforced in the context of r-controlled words. Word study will include continued development of dictionary skills and practice with homophones (sound-alike words). Cursive instruction will focus on mastering the lowercase cursive letters <i>z</i> and <i>x</i>, and introduce uppercase cursive letters including <i>A</i>, <i>O</i>, <i>C</i>, <i>G</i>, <i>E</i>, <i>F</i>, <i>T</i>, <i>B</i>, <i>P</i>, <i>R</i>, <i>L</i>, <i>H</i>, <i>K</i>, <i>N</i>, and <i>M</i>.</p> <p><b>Writing Skills-Opinion Writing and Literary Analysis:</b></p> <p>In writing, students will focus on crafting opinion pieces, using biographies and informational texts as a foundation for developing and supporting their viewpoints. They will learn to introduce a topic clearly, state an opinion, support it with reasons and facts, and provide a logical conclusion. In addition, students will continue to develop skills in literary analysis by responding to fiction texts through written responses. These responses will include identifying key themes, analyzing character actions and traits, and using evidence from the text to</p> |                   |

support interpretations.

### Disciplinary Concepts for the Unit

#### Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

#### Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

#### Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

#### Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

#### Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

**Amistad Law: N.J.S.A. 18A 52:16A-88** Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

**Holocaust Law: N.J.S.A. 18A:35-28** Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

**Diversity and Inclusion: C.18A:35-4.36a** Curriculum to include instruction on diversity and inclusion.

The instruction shall:

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- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

**Asian Americans and Pacific Islanders (AAPI)**

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

**21st Century Themes and Skills**

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

**Focus Standards (Major Standards) [New Jersey Student Learning Standards](#)  
[Grade 3 ELA Standards with Practices](#)**

**Content Standards: [New Jersey Student Learning Standards for](#)  
[English Language Arts](#)**

**READING DOMAIN**

**(CR) Close Reading of Text:**

By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.

**(MF) Diverse Media and Formats:**

By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RL.MF.3.6. 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).



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| <p style="text-align: center;"><b>(AA) Analysis of an Argument:</b></p> <p><b>By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.</b></p>                                                                                                                                                                                                          |
| <p>RI.AA.3.7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.</p>                                                                                                                                                                                                                                                                                          |
| <p style="text-align: center;"><b>(CT) Comparison of Texts:</b></p> <p><b>By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b></p>                                                                                                                                                                                                                                                         |
| <p>RL.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).</p>                                                                                                                                                                                                                                                                                                                                     |
| <p><b>LANGUAGE DOMAIN</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p style="text-align: center;"><b>(RF) Foundational Skills: Reading Language:</b></p> <p><b>By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.</b></p>                                                                                                                                                                                                    |
| <p>L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> <li>A. Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>B. Decode words with common Latin suffixes.</li> <li>C. Decode multisyllable words.</li> <li>D. Read grade-appropriate irregularly spelled words.</li> <li>E. Analyze the parts of high-frequency words that are regular and the parts that are irregular.</li> </ul> |
| <p>L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>A. Read grade-level text with purpose and understanding.</li> <li>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</li> <li>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>                                                                                                                   |
| <p><b>WRITING DOMAIN</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p style="text-align: center;"><b>(AW) Argumentative Writing:</b></p> <p><b>By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b></p>                                                                                                                                                                                                                                                                   |
| <p>W.AW.3.1. Write opinion texts to present an idea with reasons and information.</p> <ul style="list-style-type: none"> <li>A. Introduce an opinion clearly.</li> <li>B. Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.</li> <li>C. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons.</li> </ul>                       |

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| D. Provide a conclusion related to the opinion presented.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p style="text-align: center;"><b>(WP) Writing Process:</b></p> <p style="text-align: center;"><b>By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.</b></p>                                                                                                                                                                                                                                                                                                                       |
| <p>W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <ul style="list-style-type: none"> <li>A. Identify audience, purpose, and intended length of composition before writing.</li> <li>B. Consider writing as a process, including self-evaluation, revision and editing.</li> <li>C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.</li> </ul> |
| <p style="text-align: center;"><b>(WR) Writing Research:</b></p> <p style="text-align: center;"><b>By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</b></p>                                                                                                                                                                                                                      |
| W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.                                                                                                                                                                                                                                                                                                                                                                      |
| <p style="text-align: center;"><b>(SE) Sources of Evidence:</b></p> <p style="text-align: center;"><b>By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.</b></p>                                                                                                                                                                                 |
| W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.                                                                                                                                                                                                                                                                                                                                                                                         |
| <p style="text-align: center;"><b>(RW) Range of Writing:</b></p> <p style="text-align: center;"><b>By the end of grade 12, 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 tasks, purposes, and audiences.</b></p>                                                                                                                                                                                                                        |
| W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>SPEAKING AND LISTENING DOMAIN</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p style="text-align: center;"><b>(PE) Participate Effectively:</b></p> <p style="text-align: center;"><b>By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</b></p>                                                                                                                                                                                                                        |

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SL.PE.3.1. 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.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon norms 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).
- C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- D. Explain their own ideas and understanding in light of the discussion.

**(II) Integrate Information:**

**By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

SL.II.3.2. 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.

**(ES) Evaluate Speakers:**

**By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.**

SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**(AS) Adapt Speech:**

**By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.**

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

**LANGUAGE DOMAIN**

**(WF) Foundational Skills: Writing Language:**

**By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.**

L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.

- A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
- B. Capitalize appropriate words in titles.
- C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
- D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.

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- E. Use appropriate pronouns with clear referents.
- F. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
- G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
- H. Paraphrase a main idea or event in order to vary sentence structure and word use.
- I. Organize ideas into paragraphs with main ideas and supporting details.

**L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.**

- A. Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
- B. Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
- C. Identify language of word origin, as noted in dictionaries.
- D. Spell singular and plural possessives (teacher's; teachers')
- E. Change y to i (cried) in words with suffixes, when required
- F. Spell regular two- and three-syllable words that:
  - a. Combine all basic syllable types: closed, VCe, open, vowel team, vowel -r, Consonant-le.
  - b. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.
- G. Spell common words in English, including regular and irregular forms.

**(VL) Vocabulary Acquisition, Use and Literal Meaning:**

**By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.**

**L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words 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

**(KL) Knowledge of Language:**

**By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

**L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or**

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listening.

- A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
- B. Choose words and phrases for effect.
- C. Recognize and observe differences between the conventions of spoken and written English.

**New Jersey Student Learning Standards: Interdisciplinary Connections**  
**New Jersey Student Learning Standards**

6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.

6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.

**New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills**

**Core Ideas**

**Performance Expectations**

(Identified with Standard Number and Statement)

Taxes are collected on a variety of goods and services at the local, state, and federal levels.

9.1.5.EG.1: Explain and give examples of what is meant by the term “tax.”

**New Jersey Student Learning Standards: Computer Science and Design Thinking**

**Core Ideas**

**Performance Expectations**

(Identified with Standard Number and Statement)

Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data.

8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.

Many factors influence the accuracy of inferences and predictions.

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

**New Jersey Student Learning Standards: Climate Change Mandate**

**Core Ideas**

**Performance Expectations**

(Identified with Standard Number and Statement)

Reading Language Arts

RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.

Climate Change Example: Students may compare and contrast key details from two informational text sources that describe climate change in different regions of the

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|                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                           | <p>world.</p> <p>W.AW.3.1. Write opinion texts to present an idea with reasons and information.</p> <p>Climate Change Example: Students may use information from texts they have read to state their opinions on the most important environmental issue that affects their community, the state, the nation, or the world.</p> <ul style="list-style-type: none"> <li>E. Introduce an opinion clearly.</li> <li>F. Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.</li> <li>G. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons.</li> <li>H. Provide a conclusion related to the opinion presented.</li> </ul> <p>SL.PI.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.</p> <p>Climate Change Example: Students may present information about climate change in a region of the world, using supporting evidence gathered from relevant texts.</p> |
| Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data. | 8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

**Knowledge and Skills**

**Unit Learning Targets (Objectives):**

*Students will be able to...*

**Reading:**

- Closely read texts, including fables, folktales, and myths from diverse cultures, to demonstrate comprehension and identify key details.
- Determine central messages or themes and analyze how supporting details reveal and strengthen these ideas.
- Identify patterns in text that support the main idea or theme.
- Refer to specific text evidence when responding to questions or crafting questions.
- Ask and answer both factual and inferential questions that require reasoning and evidence from the text.
- Determine important events, concepts, or ideas in a text through close reading.
- Identify and interpret words that signal time order, sequence, or cause and effect.
- Analyze the sequence of events and explain how historical events, scientific ideas, or procedures are connected through cause and effect.
- Use language that reflects time order, comparison, and cause/effect to explain relationships among ideas.
- Identify how ideas in informational texts are connected, using appropriate academic and organizational language.
- Make clear connections between sentences and paragraphs to track the development of ideas.
- Find similarities and differences in details when reading two texts about the same topic.
- Make personal, text-to-text, and global connections and reflect on how textual details relate to background knowledge, historical context, or prior experience.
- Determine the meaning of words and phrases as they are used in context, including literal, nonliteral, academic, and domain-specific language.
- Differentiate between literal and figurative language.
- Identify and define common prefixes, suffixes, and Latin-based word parts.
- Distinguish root words from affixes and decode words containing Latin suffixes.
- Apply strategies to decode and read multisyllabic words accurately.
- Read grade-appropriate irregularly spelled words and apply strategies to support word recognition and vocabulary development.
- Use comprehension strategies to read purposefully and monitor understanding.
- Accurately read grade-level poetry and prose aloud with appropriate rate and expression.
- Reread when necessary to improve fluency, word recognition, and overall comprehension.

**Writing:**

- Introduce a topic or text clearly and state an opinion with an organizational structure that includes supporting reasons.
- Use linking words and phrases to connect opinions and reasons.

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- Provide a concluding statement or section that supports the opinion presented.
- Produce writing that is clear, coherent, and appropriate to the task, audience, and purpose.
- Develop and organize writing to reflect the expectations of the task and audience.
- Plan writing using a variety of graphic organizers such as story maps, story frames, and story mountains.
- Revise writing by adjusting word choice and sentence structure to improve clarity and impact.
- Edit writing to correct spelling, grammar, punctuation, and usage errors.
- Use peer editing, checklists, and teacher conferences to support revision and editing.
- Reflect on and revise writing to strengthen communication of ideas.
- Self-correct in writing to clarify meaning and message.
- Produce multiple pieces of writing over both short and extended time frames.
- Conduct research using both print and digital sources to gather relevant information.
- Take notes and organize ideas into teacher-provided categories.
- Use digital tools, with guidance, to plan, produce, revise, and publish writing.
- Collaborate with peers and adults using digital platforms and tools.
- Develop writing that reflects knowledge of a content area topic, addressing task, audience, and purpose.

**Unit Enduring Understandings:**

*Students will know...*

- Fluent readers group words quickly to help them gain meaning from what they read.
- Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.
- Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
- Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- A writer selects a form based on audience and purpose.

**Unit Essential Questions:**

- How does fluency affect comprehension?
- What do readers do when they do not understand everything in a text?
- How do good writers express themselves? How does the process shape the writer's product?
- How do writers develop a well written product?
- Why does a writer choose a particular form of writing?



### Instructional Plan

Reading and Writing taught through a balanced literacy framework gives all children extended periods of time to read, write, talk and think critically. This, along with high interest accessible books (of their choice) that are on each student's reading level, will provide our students with the essential 21st century literacy skills.

The ELA block will consist of the following components:

#### Reading

- Interactive Read Aloud- The teacher will read a mentor text to the class, stopping periodically to think aloud, and model how readers interact with a text before, during, and after reading. The teacher will engage students in discussions that enhance meaning and develop critical and analytical thinking.
- Shared Reading- An interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by the teacher. The teacher should highlight places to stop, ask questions, or model the focus strategies. All students must be able to see the print or have access to the chosen text.
  - Geode Readable
  - iReady

#### OR

- Mini-Lesson- The teacher will revisit a mentor text, set the purpose, and model a specific skill or strategy. The teacher will guide students as they quickly practice the taught skill or strategy.
- Independent Reading- Independent Reading should be incorporated daily. The students will apply what they are learning to books of their choice independently. The teacher will confer with individual readers, partnerships, and/or small groups, providing support as needed.
  - Independent Reading can include Read to Self, Read to Someone, or Read with Computer (iReady, RAZ Kids).
  - During Reading Conferences teachers can provide Goal Setting or incorporate Fluency Checks and Sight Word Checks.
  - Student book bins should include books on independent reading level and at least one choice book.
  - Classroom Library
  - Geode Readables
  - Decodable Readers (Primary Phonics, SPIRE, Reading A-Z Decodable Readers)
- Small Group Instruction- The teacher meets with groups of students to conduct guided reading and/or strategy groups depending on the needs of their students.
  - Guided Reading

- The students individually read a text that the teacher has selected at the instructional reading level.
- The teacher supports the students as they read the chosen text. The teacher will coach or prompt students to reinforce independence or provide individual feedback.
- Strategy Groups
  - The students are placed into a strategy group when the teacher has found that they have a common strategy that needs improvement. Students can be grouped according to common needs based on previously collected assessment data, anecdotal evidence on which students struggled during a particular lesson, or data collected via individual conferences.
- Foundations Intervention (Grades K-3)
  - The teacher can provide explicit instruction on any phonics concepts the students need more support with.

### Writing

- Interactive Read Aloud- Typically used at the start of a unit to expose students to a specific genre of writing. The teacher will read mentor texts to the class and stop periodically to share thoughts, observations, inquiries, and ideas about the texts and authors. The teacher will model how to read like a writer, focusing on the writer's process and craft. It is possible that teachers will NOT read the entire text.
- OR
- Mini-Lesson- The teacher will revisit a mentor text, set the purpose, and model a specific skill or strategy. The teacher will guide students as they quickly practice the taught skill or strategy.
- Independent Writing/Conferring- The students will apply what they are learning to their own writing independently. They will practice or try out what was modeled in the mini-lesson or discussed during an Interactive Read Aloud and make decisions about their writing. The teacher will confer with individual writers, partnerships, and/or small groups, providing support as needed.
- Share- Students share work with their peers offering comments, noticings and/or suggestions.

OCEAN ACADEMY CHARTER SCHOOL Elementary Literacy Framework

### Evidence of Student Learning

#### Formative Assessments

Ongoing checks for understanding used to guide instruction:

- Teacher Observations & Anecdotal Notes

- Exit Slips & Think-Pair-Share
  - Open-Ended Questions
  - Peer and Self-Assessments
  - Whiteboard Responses
  - Kinesthetic Checks
  - Standards-Based Rubrics
  - Constructive Quizzes
  - Weekly Checks/Short Tests
  - Writing Workshop
  - Reading Logs & Reading Responses
  - Journals / Writer's Notebooks
  - Graphic Organizers
  - Cooperative Group Activities
  - Class Discussions
  - Teacher-Student Conferences
  - Running Records
  - Literature Circles
  - Monthly Timed Writing Tasks
  - DRA-3 (as a progress check)
  - Portfolio Collections
- 

### **Summative Assessments**

Evaluations used to measure mastery at the end of a unit or skill set:

- Unit Tests
  - Timed Writing Pieces
  - Timed Reading Assessments (DRA-3)
  - Foundations Unit Tests
  - Portfolio Writing Samples
  - Performance Assessments
  - iReady Standards Mastery
  - District Benchmarks and Interim Assessments
- 

### **Benchmark Assessments**

Periodic assessments that track progress over time:

- iReady Benchmark Assessments
- DRA-3
- Ready Reading Interim Assessments
- LinkIt Assessments

- Writing Prompts
- 

### **Alternative Assessments**

Flexible options for demonstrating learning:

- iReady Standards Mastery (as needed)
  - Modified Performance Tasks
- 

### **Performance Tasks**

Standards-based tasks that apply learned skills:

- Written Responses
- Narrative Writing Pieces
- Graphic Organizers
- Class Discussions

## **Suggested Options for Differentiation**

### **Special Education**

- Follow all IEP accommodations
  - Use visuals and graphic organizers
  - Pre-teach key vocabulary with pictures or gestures
  - Provide small group reading and writing instruction
  - Read aloud daily to model fluency
  - Allow oral or dictated responses
  - Offer extended time for tasks and assessments
  - Use audiobooks, large print, or digital texts
  - Assign peer tutors or buddies for support
  - Use choral reading, songs, and chants to build fluency
  - Provide preferential seating
  - Gradually increase text length as skills improve
  - Use assistive technology (e.g., scribe, communication devices)
- 

### **Students with 504 Plans**

- Follow 504 Plan accommodations
- Provide extra time for assignments and tests

- Allow responses to be given orally or dictated
  - Use small group instruction as needed
  - Provide accessible formats (large print, digital text, audiobooks)
  - Offer scribe or assistive tools for writing tasks
- 

#### **Students at Risk of School Failure**

- Pre-teach vocabulary and use visuals
  - Read aloud regularly to support comprehension
  - Use songs, chants, and choral reading to build engagement
  - Provide peer tutors or buddy support
  - Offer preferential seating and small group instruction
  - Gradually increase task difficulty as confidence builds
- 

#### **Gifted and Talented**

- Ask open-ended and higher-level thinking questions
  - Encourage creative problem-solving and discovery learning
  - Group students by interest or ability during centers
  - Offer independent projects and advanced reading materials
  - Provide flexible learning menus or contracts
  - Use pre-assessments to guide enrichment
  - Include puzzles, concept maps, and simulations
  - Integrate Bloom's Taxonomy (analyze, evaluate, create)
  - Offer whole-group and small-group enrichment activities
- 

#### **Multilingual Learners (MLs)**

- Pre-teach vocabulary with visuals and realia
  - Label classroom items to support language development
  - Use small group guided reading and writing
  - Allow extended time and oral responses
  - Use audiobooks and visual supports
  - Assign vocabulary movements or gestures
  - Collaborate with ESL teachers for targeted strategies
- 

#### **Diversity and Inclusion**

- Build positive relationships with families

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- Include cultural traditions and perspectives in lessons
- Offer alternative formats or assignments
- Use visuals, outlines, and academic word walls
- Speak clearly and avoid slang or idioms
- Allow extra wait time when calling on students
- Use closed captioning when available
- Collaborate with support staff (e.g., ESL, special education)
- Encourage native language use at home to support bilingual development
- Maintain structured, predictable routines to support all learners

**Supplemental Resources**

Grade 3 Curriculum Map

Instructional Materials:

- Foundations Unit Tests
- Mentor Texts
  - *Martin's Big Words* by Doreen Rappaport
  - *Wilma Unlimited* by Kathleen Krull
  - *Grandfather's Journey* by Allen Say
  - *Mufaro's Beautiful Daughters*
  - *Who is Anne Frank?*
- iReady Magnetic Reader Tests
- Brainpop Jr.
- Readworks
- RAZ Kids
- Magnetic Reader
  - *Anansi Goes Fishing* by Eric A. Kimmel
  - *Anansi Tries to Steal all the Wisdom in the World"*
  - *"Anansi and the Lion"*
  - *The Praying Mantis*
  - *Squirrel*
  - *Marley Dias: Changing the World Through Books"*
- Writing Fundamentals:
  - *Roberto Clemente: Pride of the Pittsburgh Pirates*
  - *If a Bus Could Talk: The Story of Rosa Parks*
  - *Night Flight: Amelia Earhart Crosses the Atlantic*

Supplemental Materials:

- Flocabulary
- Epic Books
- Foundations FUN Hub
- Storyworks
- Instructional Videos:
  - American Hero Classic School Tube
    - *Harriet Tubman*

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■ **Helen Keller**

Intervention Materials:

- Double Dose of Foundations
- Fluency Kits

Online Resources:

- iReady Teacher Toolbox

**Teacher Notes**

**OCEAN ACADEMY CHARTER SCHOOL**  
**Trimester 3**  
**Overview**

**Content Area: English Language Arts**

**Unit Title: Trimester 3**

**Duration: 60**  
**days**

**Target Course/Grade Level: Grade 3**

**Introduction/Unit Focus:**

**Reading Skills-Fiction and Nonfiction:**

This unit focuses on developing comprehension and analytical thinking across a variety of text types. Students will continue exploring both fiction and nonfiction, with a focus on determining point of view and how it influences a text. They will learn to connect words and illustrations or photographs to enhance understanding, particularly in nonfiction texts. Text features such as headings, captions, diagrams, and bolded vocabulary will be used to support comprehension and locate key information.

Literary analysis will include reading and interpreting poems and plays. Students will analyze poetic structure, language, and meaning while also examining the elements of drama, such as dialogue and stage directions. Additionally, students will practice comparing and contrasting texts on similar themes or topics, noting similarities and differences in structure, point of

view, and key details.

### **Foundational Skills (Foundations)-Phonics, Spelling, and Word Study:**

Phonics instruction in this unit will emphasize double vowel syllables and their related spelling patterns. Students will learn and apply the sounds of common double vowel combinations including eigh, ei, ea, ie, igh, oo, and ui, as well as the rules for adding suffixes to words with double vowels. Instruction will include double vowel exceptions and the use of contractions in reading and writing.

Students will also study soft consonant sounds, including the soft c and g when followed by e, i, or y, and the rule that English words do not end in j. The spelling pattern -dge after short vowels will be introduced, along with the silent e rule following soft c and g.

New spelling patterns and word structures covered include silent letters, advanced suffix endings (-ous, -al, -ent, -an), and special letter combinations such as ch (chorus = /k/), ph (phone = /f/), tion, sion, ture, tu, ci, and ti. Students will expand their ability to decode multisyllabic words and refine their use of word recognition strategies.

Handwriting instruction will include the remaining uppercase cursive letters: D, W, U, V, Y, Z, Q, X, S, I, and J. Word study will also continue to reinforce the correct usage of homophones—sound-alike words with different meanings and spellings.

### **Writing Skills-Informational/Explanatory Writing and Literary Analysis:**

In writing, students will focus on composing clear and organized informational/explanatory texts. They will learn to introduce a topic, group related information, use facts and definitions to develop their ideas, and provide a concluding statement. Text features such as headings, charts, and diagrams may be incorporated to support clarity.

Alongside informational writing, students will continue practicing literary analysis. They will respond to fiction, poetry, and drama through written responses that explain character actions, identify themes, and interpret the author's purpose or point of view, using evidence from the text to support their analysis.

### **Disciplinary Concepts for the Unit**

#### **Standard 9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.



#### Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

#### Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

#### Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

#### Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

**Amistad Law: N.J.S.A. 18A 52:16A-88** Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

**Holocaust Law: N.J.S.A. 18A:35-28** Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

**Diversity and Inclusion: C.18A:35-4.36a** Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

#### **Asian Americans and Pacific Islanders (AAPI)**

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders

(AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

### 21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

**Focus Standards (Major Standards)** <https://www.nj.gov/education/cccs>  
**Grade 3 ELA Standards with Practices**

**Content Standards: New Jersey Student Learning Standards for  
English Language Arts**

### READING DOMAIN

#### (CR) Close Reading of Text:

**By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.

RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.

#### (CI) Central Ideas and Themes of Texts:

**By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).

#### (IT) Interactions Among Text Elements:

**By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

RL.IT.3.3. Describe the development of individual character’s traits, motivations, or feelings and explain how their actions contribute to the plot within a text.

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|                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p style="text-align: center;"><b>(TS) Text Structure:</b></p> <p><b>By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b></p>                     |
| <p>RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>                                                       |
| <p>RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.</p>                  |
| <p style="text-align: center;"><b>(PP) Perspective and Purpose in Texts:</b></p> <p><b>By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.</b></p>                                                                                                                        |
| <p>RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters.</p>                                                                                                                                                                                                             |
| <p style="text-align: center;"><b>(MF) Diverse Media and Formats:</b></p> <p><b>By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.</b></p>                                                                                  |
| <p>RL.MF.3.6. 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).</p>                                                                                                                       |
| <p>RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>                                                                                               |
| <p style="text-align: center;"><b>(CT) Comparison of Texts:</b></p> <p><b>By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b></p>                                                      |
| <p>RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.</p>                                                                                                                                                |
| <p><b>LANGUAGE DOMAIN</b></p>                                                                                                                                                                                                                                                                                           |
| <p style="text-align: center;"><b>(RF) Foundational Skills: Reading Language:</b></p> <p><b>By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.</b></p> |
| <p>L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p>                                                                                                                                                                                                            |

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| <ul style="list-style-type: none"> <li>A. Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>B. Decode words with common Latin suffixes.</li> <li>C. Decode multisyllable words.</li> <li>D. Read grade-appropriate irregularly spelled words.</li> <li>E. Analyze the parts of high-frequency words that are regular and the parts that are irregular.</li> </ul>                                                                                                                                                                                                                                                                                           |
| <p>L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>A. Read grade-level text with purpose and understanding.</li> <li>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</li> <li>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>                                                                                                                                                                                                                                                                                                |
| <b>WRITING DOMAIN</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p style="text-align: center;"><b>(IW) Informative and Explanatory Writing:</b></p> <p style="text-align: center;"><b>By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b></p>                                                                                                                                                                                                                                                                                                                                                            |
| <p>W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>A. Introduce a topic clearly.</li> <li>B. Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.</li> <li>C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.</li> <li>D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).</li> <li>E. Provide a conclusion related to the information or explanation presented.</li> </ul> |
| <p style="text-align: center;"><b>(WP) Writing Process:</b></p> <p style="text-align: center;"><b>By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p>W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <ul style="list-style-type: none"> <li>A. Identify audience, purpose, and intended length of composition before writing.</li> <li>B. Consider writing as a process, including self-evaluation, revision and editing.</li> <li>C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.</li> </ul>                                                                                                                                             |
| <p style="text-align: center;"><b>(WR) Writing Research:</b></p> <p style="text-align: center;"><b>By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</b></p>                                                                                                                                                                                                                                                                                                                                                                  |
| <p>W.WR.3.5. Generate questions about a topic and independently locate related information</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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from at least two reference sources (print and non-print) to obtain information on that topic.

**(SE) Sources of Evidence:**

**By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.**

W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.

**(RW) Range of Writing:**

**By the end of grade 12, 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 tasks, purposes, and audiences.**

W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

**SPEAKING AND LISTENING DOMAIN**

**(PE) Participate Effectively:**

**By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

SL.PE.3.1. 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.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon norms 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).
- C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- D. Explain their own ideas and understanding in light of the discussion.

**(II) Integrate Information:**

**By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

SL.II.3.2. 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.

**(PI) Present Information:**

**By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SL.PI.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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>(AS) Adapt Speech:</b><br><b>By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>(UM) Use Media:</b><br><b>By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| SL.UM.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>LANGUAGE DOMAIN</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>(WF) Foundational Skills: Writing Language:</b><br><b>By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p>L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.</p> <ul style="list-style-type: none"> <li>A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.</li> <li>B. Capitalize appropriate words in titles.</li> <li>C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.</li> <li>D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.</li> <li>E. Use appropriate pronouns with clear referents.</li> <li>F. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).</li> <li>G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.</li> <li>H. Paraphrase a main idea or event in order to vary sentence structure and word use.</li> <li>I. Organize ideas into paragraphs with main ideas and supporting details.</li> </ul> |
| <b>(VL) Vocabulary Acquisition, Use and Literal Meaning:</b><br><b>By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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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.

**(VI) Vocabulary Acquisition, Use and Interpretative Meaning:**  
**By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.**

L.VI.3.3. Demonstrate understanding of figurative language, 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).

**New Jersey Student Learning Standards: Interdisciplinary Connections**  
**[New Jersey Student Learning Standards](#)**

**6.1.5.CivicsPI.1:** Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

**6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

**3-PS2-3:** Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.

**3-ESS3-1:** Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.

**New Jersey Student Learning Standards: [Career Readiness, Life Literacies, and Key Skills](#)**

**Core Ideas**

**Performance Expectations (Identified with Standard Number and statement)**

Saving money can impact an individual's ability to address emergencies and accomplish their short-and long-term goals.

9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).

**New Jersey Student Learning Standards: [Computer Science and Design Thinking](#)**

**Core Ideas**

**Performance Expectations  
(Identified with Standard Number and Statement)**



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|                                                                    |                                                                                                        |
|--------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| Many factors influence the accuracy of inferences and predictions. | 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data. |
|--------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|

**New Jersey Student Learning Standards: Climate Change Mandate**

| Core Ideas            | Performance Expectations<br>(Identified with Standard Number and Statement)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading Language Arts | <p>RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.</p> <p>Climate Change Example: Students may compare and contrast key details from two informational text sources that describe climate change in different regions of the world.</p> <p>W.AW.3.1. Write opinion texts to present an idea with reasons and information.</p> <p>Climate Change Example: Students may use information from texts they have read to state their opinions on the most important environmental issue that affects their community, the state, the nation, or the world.</p> <ul style="list-style-type: none"> <li>I. Introduce an opinion clearly.</li> <li>J. Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.</li> <li>K. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons.</li> <li>L. Provide a conclusion related to the opinion presented.</li> </ul> <p>SL.PI.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.</p> <p>Climate Change Example: Students may present information about climate change in a region of the world, using supporting evidence gathered from relevant texts.</p> |



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|                                                                                                                                                 |                                                                                                                   |
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| A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. | 3-ESS3-1: Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard. |
|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|

**Knowledge and Skills**

**Unit Learning Targets (Objectives):**

*Students will be able to...*

**Reading:**

- Closely read a variety of texts, including fiction, nonfiction, poetry, and drama, to build comprehension and analyze structure.
- Use evidence from the text to support answers and formulate both factual and inferential questions.
- Identify key details and patterns that contribute to a text's central message, theme, or main idea.
- Compare and contrast texts by the same author, texts on similar topics, or texts that share characters.
- Analyze how character actions influence events and how details support and reveal the theme.
- Describe characters using literal and inferred details and identify the main characters in a story.
- Understand and describe the structure of literary texts, including chapters, stanzas, and scenes.
- Determine the point of view in a text and compare it with the reader's or the author's perspective.
- Connect words and illustrations to enhance understanding, analyzing how images support mood, setting, and character development.
- Interpret mood through both text and illustrations, and determine how visuals clarify meaning.
- Identify similarities and differences in central messages, characters, and details across multiple texts.
- Determine the meaning of words and phrases as used in a text, distinguishing between literal, nonliteral, academic, and domain-specific language.
- Analyze how various text structures contribute to understanding (e.g., sequence, cause/effect, comparison).
- Use strategies to decode and understand multisyllabic and irregularly spelled words.

- Read poetry and prose aloud accurately and fluently, using appropriate rate and expression.
- Apply strategies such as rereading and contextual clues to support word recognition, fluency, and comprehension.
- Synthesize information from words and images to deepen understanding of content.

**Writing:**

- Organize writing with a clear introduction, focused thesis statement, supporting details, and a conclusion.
- Use text features and relevant facts to develop the topic when appropriate.
- Link ideas using transitional words and phrases to improve coherence and flow.
- Develop writing that aligns with the assigned task, audience, and purpose.
- Produce writing that is clear, logically organized, and appropriate in tone and structure.
- Use graphic organizers (e.g., story maps, frames, mountains) to plan and structure writing effectively.
- Revise writing to improve word choice, sentence structure, and clarity.
- Edit writing to correct errors in spelling, grammar, and punctuation.
- Collaborate with peers and teachers to revise and edit through conferences and peer review.
- Use digital tools to research, write, revise, and publish original work.
- Integrate personal experiences and background knowledge when writing about content-area topics.
- Take notes and answer research questions by pulling information from multiple resources (text, images, digital media).
- Produce a range of writing pieces over short and extended timeframes.
- Clearly explain writing choices and demonstrate purposeful decision-making in topic development and organization.
- Demonstrate growing research skills across multiple formats and purposes.

**Speaking & Listening:**

- Participate in structured discussions in a variety of settings—whole class, small groups, and with partners—sharing roles as participant, leader, and listener.
- Engage actively in collaborative conversations, contributing ideas and building on others' thinking.
- Demonstrate active listening by responding appropriately and staying on topic.
- Report on a topic or recount an event in a clear, organized, and logical manner using appropriate facts and descriptive details.
- Speak in complete, grammatically correct sentences appropriate for the grade level.
- Clarify or elaborate on ideas when needed to improve understanding.

- Determine the main idea and key supporting details of information presented aloud or in visual and digital formats.

**Unit Enduring Understandings:**

*Students will know...*

- Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make texts personally relevant and useful.
- Fluent readers group words quickly to help them gain meaning from what they read.
- Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.
- Researchers gather and critique information on a topic from a variety of sources for specific purposes.
- Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- A writer selects a form based on audience and purpose.

**Unit Essential Questions:**

- How do readers construct meaning from text?
- How does fluency affect comprehension?
- What do readers do when they do not understand everything in a text?
- Why conduct research?
- How do writers develop a well written product?
- Why does a writer choose a particular form of writing?

**Instructional Plan**

Reading and Writing taught through a balanced literacy framework gives all children extended periods of time to read, write, talk and think critically. This, along with high interest accessible books (of their choice) that are on each student's reading level, will provide our students with the essential 21st century literacy skills.

The ELA block will consist of the following components:

**Reading**

- Interactive Read Aloud- The teacher will read a mentor text to the class, stopping periodically to think aloud, and model how readers interact with a text before, during, and after reading. The teacher will engage students in discussions that enhance meaning and develop critical and analytical thinking.
- Shared Reading- An interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by the teacher.

The teacher should highlight places to stop, ask questions, or model the focus strategies. All students must be able to see the print or have access to the chosen text.

- Geode Readable
- iReady

**OR**

- Mini-Lesson- The teacher will revisit a mentor text, set the purpose, and model a specific skill or strategy. The teacher will guide students as they quickly practice the taught skill or strategy.
- Independent Reading- Independent Reading should be incorporated daily. The students will apply what they are learning to books of their choice independently. The teacher will confer with individual readers, partnerships, and/or small groups, providing support as needed.
  - Independent Reading can include Read to Self, Read to Someone, or Read with Computer (iReady, RAZ Kids).
  - During Reading Conferences teachers can provide Goal Setting or incorporate Fluency Checks and Sight Word Checks.
  - Student book bins should include books on independent reading level and at least one choice book.
  - Classroom Library
  - Geode Readables
  - Decodable Readers (Primary Phonics, SPIRE, Reading A-Z Decodable Readers)
- Small Group Instruction- The teacher meets with groups of students to conduct guided reading and/or strategy groups depending on the needs of their students.
  - Guided Reading
    - The students individually read a text that the teacher has selected at the instructional reading level.
    - The teacher supports the students as they read the chosen text. The teacher will coach or prompt students to reinforce independence or provide individual feedback.
  - Strategy Groups
    - The students are placed into a strategy group when the teacher has found that they have a common strategy that needs improvement. Students can be grouped according to common needs based on previously collected assessment data, anecdotal evidence on which students struggled during a particular lesson, or data collected via individual conferences.
  - Foundations Intervention (Grades K-3)
    - The teacher can provide explicit instruction on any phonics concepts the students need more support with.

**Writing**

- Interactive Read Aloud- Typically used at the start of a unit to expose students to a specific genre of writing. The teacher will read mentor texts to the class and stop periodically to share thoughts, observations, inquiries, and ideas about the texts and authors. The teacher will model how to read like a writer, focusing on the writer's process and craft. It is possible that teachers will NOT read the entire text.

**OR**

- Mini-Lesson- The teacher will revisit a mentor text, set the purpose, and model a specific skill or strategy. The teacher will guide students as they quickly practice the taught skill or strategy.
- Independent Writing/Conferring- The students will apply what they are learning to their own writing independently. They will practice or try out what was modeled in the mini-lesson or discussed during an Interactive Read Aloud and make decisions about their writing. The teacher will confer with individual writers, partnerships, and/or small groups, providing support as needed.
- Share- Students share work with their peers offering comments, noticings and/or suggestions.

OCEAN ACADEMY CHARTER SCHOOL Elementary Literacy Framework

### Evidence of Student Learning

#### **Formative Assessments**

Ongoing checks for understanding used to guide instruction:

- Teacher Observations & Anecdotal Notes
- Exit Slips & Think-Pair-Share
- Open-Ended Questions
- Peer and Self-Assessments
- Whiteboard Responses
- Kinesthetic Checks
- Standards-Based Rubrics
- Constructive Quizzes
- Weekly Checks/Short Tests
- Writing Workshop
- Reading Logs & Reading Responses
- Journals / Writer's Notebooks
- Graphic Organizers
- Cooperative Group Activities
- Class Discussions
- Teacher-Student Conferences
- Running Records
- Literature Circles

- Monthly Timed Writing Tasks
  - DRA-3 (as a progress check)
  - Portfolio Collections
- 

### **Summative Assessments**

Evaluations used to measure mastery at the end of a unit or skill set:

- Unit Tests
  - Timed Writing Pieces
  - Timed Reading Assessments (DRA-3)
  - Foundations Unit Tests
  - Portfolio Writing Samples
  - Performance Assessments
  - iReady Standards Mastery
  - District Benchmarks and Interim Assessments
- 

### **Benchmark Assessments**

Periodic assessments that track progress over time:

- iReady Benchmark Assessments
  - DRA-3
  - Ready Reading Interim Assessments
  - LinkIt Assessments
  - Writing Prompts
- 

### **Alternative Assessments**

Flexible options for demonstrating learning:

- iReady Standards Mastery (as needed)
  - Modified Performance Tasks
- 

### **Performance Tasks**

Standards-based tasks that apply learned skills:

- Written Responses
- Narrative Writing Pieces

- Graphic Organizers
- Class Discussions

### Suggested Options for Differentiation

#### Special Education

- Follow all IEP accommodations
- Use visuals and graphic organizers
- Pre-teach key vocabulary with pictures or gestures
- Provide small group reading and writing instruction
- Read aloud daily to model fluency
- Allow oral or dictated responses
- Offer extended time for tasks and assessments
- Use audiobooks, large print, or digital texts
- Assign peer tutors or buddies for support
- Use choral reading, songs, and chants to build fluency
- Provide preferential seating
- Gradually increase text length as skills improve
- Use assistive technology (e.g., scribe, communication devices)

#### Students with 504 Plans

- Follow 504 Plan accommodations
- Provide extra time for assignments and tests
- Allow responses to be given orally or dictated
- Use small group instruction as needed
- Provide accessible formats (large print, digital text, audiobooks)
- Offer scribe or assistive tools for writing tasks

#### Students at Risk of School Failure

- Pre-teach vocabulary and use visuals
- Read aloud regularly to support comprehension
- Use songs, chants, and choral reading to build engagement
- Provide peer tutors or buddy support
- Offer preferential seating and small group instruction
- Gradually increase task difficulty as confidence builds

#### Gifted and Talented

- Ask open-ended and higher-level thinking questions
- Encourage creative problem-solving and discovery learning
- Group students by interest or ability during centers
- Offer independent projects and advanced reading materials
- Provide flexible learning menus or contracts
- Use pre-assessments to guide enrichment
- Include puzzles, concept maps, and simulations
- Integrate Bloom's Taxonomy (analyze, evaluate, create)
- Offer whole-group and small-group enrichment activities

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### **Multilingual Learners (MLs)**

- Pre-teach vocabulary with visuals and realia
- Label classroom items to support language development
- Use small group guided reading and writing
- Allow extended time and oral responses
- Use audiobooks and visual supports
- Assign vocabulary movements or gestures
- Collaborate with ESL teachers for targeted strategies

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### **Diversity and Inclusion**

- Build positive relationships with families
- Include cultural traditions and perspectives in lessons
- Offer alternative formats or assignments
- Use visuals, outlines, and academic word walls
- Speak clearly and avoid slang or idioms
- Allow extra wait time when calling on students
- Use closed captioning when available
- Collaborate with support staff (e.g., ESL, special education)
- Encourage native language use at home to support bilingual development
- Maintain structured, predictable routines to support all learners

## **Supplemental Resources**

### **Grade 3 Curriculum Map**

#### **Instructional Materials:**

- Foundations Unit Tests
- iReady Magnetic Reader Tests
- Magnetic Reader
  - Tornadoes



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- Hurricane Hunter
- Searching for Trolls
- Chin Lin Sou: The Builder of the Transcontinental Railroad
- Mapping Sunshine and Rain
- Ocean Art
- The Cherry Blossoms of High Street
- Brainpop Jr.
- Readworks
- RAZ Kids

**Supplemental Materials:**

- Flocabulary
- Epic Books
- Foundations FUN Hub
- Storyworks

**Intervention Materials:**

- Double Dose of Foundations
- Fluency Kits
- [OACS Elementary Intervention Connection Google Site](#)

**Online Resources:**

- iReady Teacher Toolbox

**Teacher Notes**