

MSD - GRADE 3
English Language Learner Curriculum Map

ELL students are frequently at a different level in each domain (Listening, Speaking, Reading, Writing); teachers may adjust instruction accordingly.

| Content/Topic | Observable Proficiencies/Skills | NJCCCS | WIDA Model Performance Indicators |
|--|---|--|--|
| Listening 3.4 | Strand A: Active Listening | | |
| How do you become an active listener? | <ul style="list-style-type: none"> Connect messages heard to prior knowledge and experiences. Exchange information through verbal and nonverbal messages. | 3.4 A.1 3.4 A.2 | Level 1: Point to stated pictures, words, phrases Level 2: Sort pictures, objects according to oral instructions Level 3: Follow multi-step oral directions supported visually Level 4: Identify cause and effect in discussion |
| Listening 3.4 | Strand B: Listening Comprehension | | |
| How do listeners apply their understanding? | <ul style="list-style-type: none"> Follow two-and three-step directions. Listen to a story read aloud and/or information from television or film, and summarize main ideas. Paraphrase information shared by others. | 3.4 B.1 3.4 B.2 3.4 B.3 | Level 1: Match oral statements to objects, figures or illustrations Level 2: Match information from oral descriptions to objects, illustrations Level 3: Categorize oral information using pictures, objects Level 4: Compare and contrast functions, relationships from oral information |
| Speaking 3.3 | Strand A: Discussion (small group and whole class) | | |
| How do we hold a conversation? | <ul style="list-style-type: none"> Listen and follow a discussion in order to contribute appropriately. Stay focused on topic. Take turns. Support an opinion with details. | 3.3 A.1 3.3 A.2 3.3 A.3 3.3 A.4 | Level 1: Name objects, people and pictures Level 2: Produce phrases in response to open-ended questions supported with visual prompts Level 3: Use sentences to provide information or opinions in response to picture prompts Level 4: Discuss relationships among ideas or offer opinions in response to illustrated text |
| Speaking 3.3 | Strand B: Questioning (Inquiry) and Contributing | | |
| How do you enhance oral language ability? | <ul style="list-style-type: none"> Develop appropriate questions to explore a topic. Contribute information, ideas, and experiences to classroom inquiry. | 3.3 B.1 3.3 B.2 | Level 1: Answer WH- (who, what, when, where, which) questions Level 2: Ask WH- (who, what, when, where, which) questions Level 3: Retell stories or events Level 4: Discuss stories, issues, concepts |
| Speaking 3.3 | Strand C: Word Choice | | |
| How can word choice or dialogue influence the audience? | <ul style="list-style-type: none"> Use vocabulary related to a particular topic. Adapt language to persuade, explain, or seek information. Use new vocabulary and figurative language learned from literature and classroom experiences. | 3.3 C.1 3.3 C.2 3.3 C.3 | Level 1: Name objects, people, pictures Level 2: Produce phrases or sentences with common words represented by objects or illustrations; describe pictures, events, objects, people Level 3: Use sequential language to outline steps to solve everyday problems Level 4: Paraphrase illustrated sentences |

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| Speaking 3.3 | Strand D: Oral Presentation | | |
| What is the recipe for an excellent oral presentation? | <ul style="list-style-type: none"> Use pictures to support an oral presentation. Attempt to revise future presentations based on feedback from peers and teacher. Use appropriate strategies to prepare, rehearse, and deliver an oral presentation, such as word choice, expression, eye contact, and volume. | 3.3 D.1 3.3 D.2 3.3.D.3 | Level 2: Describe pictures, events, objects, people Level 3: Describe processes and procedures; retell stories or events Level 4: Discuss stories, issues, concepts; offer creative solutions to issues, problems |
| Reading 3.1 | Strand A: Concepts About Print | | |
| What can we learn from print? | <ul style="list-style-type: none"> Recognize that printed materials provide specific information. Recognize purposes for print conventions such as end sentence punctuation, paragraphing, and bold print. Use a glossary or index to locate information in a text. | 3.1 A.1 3.1 A.2 3.1 A.3 | Level 1: Identify concepts about print and text features Level 2: Identify different types of printed text Level 3: Use headings, illustrations, or graphics to locate information in text Level 4: Use graphic organizer to create concept definition map |
| Reading 3.1 | Strand B: Phonological Awareness | | |
| How do sounds make words? | <ul style="list-style-type: none"> Demonstrate a sophisticated sense of sound-symbol relationships, including all phonemes (e.g., blends, digraphs, diphthongs). | 3.1 B.1 | Level 1: Identify beginning, middle, and ending sounds in spoken words with accompanying illustrations Level 2: Blend sounds together to make words, shown visually Level 3: Sort words by digraphs and blends Level 4: Discriminate between long and short vowel sounds when enunciated by the teacher |
| Reading 3.1 | Strand C: Decoding and Word Recognition | | |
| How do word decoding strategies help/aid in fluency? How do word families assist in decoding unfamiliar words? | <ul style="list-style-type: none"> Know sounds for a range of prefixes and suffixes (e.g., re-, ex-, -ment, -tion). Use letter-sound knowledge and structural analysis to decode words. Use context to accurately read words with more than one pronunciation. | 3.1 C.1 3.1 C.2 3.1 C.3 | Level 1: Follow/point out repetitive word patterns from illustrated text Level 2: Identify sentence patterns (e.g., "I like to...", "We can...") in illustrated text Level 3: Use awareness of phonemes, syllables and rhymes to read words Level 4: Demonstrate familiarity with sight words |
| Reading 3.1 | Strand D: Fluency | | |
| What do fluent readers do? | <ul style="list-style-type: none"> Recognize grade-level words accurately and with ease so that a text sounds like spoken language when read aloud. Read longer text and chapter books independently and silently. Read aloud with proper phrasing, inflection, and intonation. | 3.1 D.1 3.1 D.2 3.1 D.3 | Level 1: Read predictable books with patterned sentences Level 2: Read aloud with recognition of punctuation in illustrated text Level 3: Read aloud with partner support Level 4: Read silently with visual support |

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| Reading 3.1 | Strand E: Reading Strategies (before, during, after) | | |
| What strategies do proficient readers use before, during, and after reading? | <ul style="list-style-type: none"> ● Set purpose for reading and check to verify or change predictions during/after reading. ● Monitor comprehension and accuracy while reading in context and self-correct errors. ● Use pictures and context clues to assist with decoding of new words. ● Develop and use graphic organizers to build on experiences and extend learning. | 3.1 E.1 3.1 E.2 3.1 E.3 3.1 E.4 | Level 1: Match icons and symbols to words, phrases or environmental print Level 2: Make predictions while reading illustrated text Level 3: Retell story events sequentially Level 4: Retell beginning, middle, end of text from memory |
| Reading 3.1 | Strand F: Vocabulary and Concept Development | | |
| How can recognizing vocabulary words in context assist in comprehension? | <ul style="list-style-type: none"> ● Spell previously studied words and spelling patterns accurately. ● Point to or clearly identify specific words or wording that cause comprehension difficulties. ● Infer word meanings from taught roots, prefixes, and suffixes. ● Use a grade appropriate dictionary with assistance. ● Use pictures and context clues to assist with meaning of new words. | 3.1 F.1 3.1 F.2 3.1 F.3 3.1 F.4 3.1 F.5 | Level 1: Use cues for sounding out unfamiliar words with accompanying visuals Level 2: Match visually supported context clues with statements to find meaning Level 3: Relate multiple uses of specific vocabulary in illustrated sentences (e.g., "How many are left?", "Raise your left hand.") Level 4: Use context clues in illustrated text to build vocabulary |
| Reading 3.1 | Strand G: Comprehension Skills and Response to Text | | |
| How does text structure aid comprehension? | <ul style="list-style-type: none"> ● Recognize purpose of the text. ● Distinguish cause/effect, sequence, fact/opinion, and main idea/supporting details in interpreting texts. ● Interpret information in graphs, charts, and diagrams. ● Ask how, why, and what-if questions in interpreting nonfiction texts. ● Recognize how authors use humor, sarcasm, and imagery to extend meaning. ● Discuss underlying theme or message in interpreting fiction. ● Summarize major points from fiction and non-fiction text. ● Draw conclusions and inferences from text. ● Recognize first person "I" point of view. ● Compare and contrast story plots, characters, settings and themes. ● Participate in creative responses to text (e.g., dramatizations, oral presentations). ● Read regularly in materials appropriate for their independent reading level. ● Read and comprehend both fiction and non-fiction that is appropriately designed for grade level. ● Use information and reasoning to examine bases of hypotheses and opinions. | 3.1 G.1 3.1 G.2 3.1 G.3 3.1 G.4 3.1 G.5 3.1 G.6 3.1 G.7 3.1 G.8 3.1 G.9 3.1 G.10 3.1 G.11 3.1 G.12 3.1 G.13 3.1 G.14 | Level 1: Find identifying information illustrative of main ideas from illustrations, words, or phrases Level 2: Determine literal meaning of text and match to illustrations Level 3: Summarize story lines, issues or conflicts in various genres supported by illustrations Level 4: Interpret text to identify main ideas and details from multiple paragraphs using visual support |

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| Reading 3.1 | Strand H: Inquiry and Research | | |
| What is research and inquiry? How do effective readers analyze different texts? | <ul style="list-style-type: none"> • Use library classification systems, print or electronic, to locate information. • Draw conclusions from information and data gathered. • Read a variety of non-fiction and fiction books, and produce evidence of understanding. | 3.1 H.1 3.1 H.2 3.1 H.3 | Level 1: Search for and identify topics of personal interest using illustrations (L1, Internet, newspapers, etc.) Level 2: Sort and label information collected on topic of personal interest. Level 3: Arrange illustrated information from multiple sources in logical order. Level 4: Create original display (e.g., poster, graphic organizer, brochure) from multiple, diverse sources of information |
| Writing 3.2 | Strand A: Writing as a Process | | |
| Why is it important to use a process approach to writing? | <ul style="list-style-type: none"> • Generate possible ideas for writing through recalling experiences, listening to stories, reading, brainstorming, and discussion. • Examine real-world examples of writing in various genres to gain understanding of how authors communicate ideas through form, structure, and author’s voice. • Compose first drafts from prewriting work. • Use graphic organizers to assist with planning writing. • Compose first drafts from prewriting. • Revise a draft by rereading for meaning, narrowing the focus, sequencing, elaborating with detail, improving openings, closings, and word choice to show voice. • Participate with peers to comment on and react to each other’s writing. • Build awareness of ways authors use paragraphs to support meaning. • Begin to develop author’s voice in own writing. • Use reference materials to revise work, such as a dictionary or internet/software resource. • Edit work for basic spelling and mechanics. • Use computer word processing applications during parts of the writing process. • Understand and use a checklist and/or rubric to improve writing. • Reflect on own writing, noting strengths and areas needing improvement. | 3.2 A.1 3.2 A.2 3.2 A.3 3.2 A.4 3.2 A.5 3.2 A.6 3.2 A.7 3.2 A.8 3.2 A.9 3.2 A.10 3.2 A.11 3.2 A.12 3.2 A.13 | Level 1: Produce personal word/phrase lists from labeled pictures and check with a partner for edits and revisions Level 2: Create phrases/short sentences from models and check with a partner for edits and revision Level 3: Edit and revise guided writing (e.g., for conventions and structures) based on teacher feedback Level 4: Edit and revise writing (e.g., using word processing or rubrics) based on class or peer reviews |

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| Writing 3.2 | Strand B: Writing as a Product | | |
| How does writing in different genres create proficient writers? | <ul style="list-style-type: none"> ● Write a descriptive piece, such as a description of a person, place, or object. ● Write a narrative piece based on personal experiences. ● Write a nonfiction piece and/or simple informational report across the curriculum. ● Present and discuss writing with other students. ● Apply elements of grade-appropriate rubrics to improve writing. ● Develop a collection of writing (e.g., a literacy folder or portfolio). | 3.2 B.1 3.2 B.2 3.2 B.3 3.2 B.4 3.2 B.5 3.2 B.6 | Level 1: Respond to illustrated events using words or phrases based on models in round table discussion with peers Level 2: List illustrated events using phrases or short sentences based on models in round table discussion with peers Level 3: Describe a series of illustrated events using related sentences in narrative form based on models in round table discussion with peers Level 4: Narrate a series of illustrated events using paragraph transitions in narrative form based on models and peer edits |
| Writing 3.2 | Strand C: Mechanics, Spelling, and Handwriting | | |
| How do writers edit their work? | <ul style="list-style-type: none"> ● Use Standard English conventions that are developmentally appropriate to the grade level: sentences, punctuation, capitalization, and spelling. ● Use grade-appropriate knowledge of English grammar and usage to craft writing, such as singular and plural nouns, subject/verb agreement, and appropriate parts of speech. ● Study examples of narrative and expository writing to develop understanding of paragraphs and indentation. ● Develop knowledge of English spelling through the use of patterns, structural analysis, and high frequency words. ● Write legibly in manuscript or cursive to meet district standards. | 3.2 C.1 3.2 C.2 3.2 C.3 3.2 C.4 3.2 C.5 | Level 1: Identify basic conventions or mechanics in text (e.g., use of capital letters); copy correctly formed letters of the alphabet Level 2: Differentiate uses of conventions or mechanics in illustrated sentences (e.g., those that end in periods or question marks) Level 3: Relate when to use conventions or mechanics in illustrated passages (e.g., commas to indicate a series) Level 4: Revise illustrated paragraphs according to use of specified conventions or mechanics (e.g., combine sentences to make appositives) |
| Writing 3.2 | Strand D: Writing Forms, Audiences, and Purposes | | |
| What are the purposes of writing? | <ul style="list-style-type: none"> ● Write for a variety of purposes (e.g., to inform, entertain, persuade) and audiences (e.g., self, peers, community). ● Develop fluency by writing daily and for sustained amounts of time. ● Generate ideas for writing in a variety of situations and across the curriculum. ● Write to express thoughts and ideas, to share experiences, and to communicate socially (e.g., stories, summaries, letters, or poetry). ● Write the events of a story sequentially. ● Produce writing that demonstrates the use of a variety of sentence types, such as declarative, interrogative, exclamatory, and imperative. ● Respond to literature through writing to demonstrate an understanding of a text. ● Write narrative text (e.g., realistic or humorous story). ● Write non-fiction text (e.g., reports, procedures, letters). | 3.2 D.1 3.2 D.2 3.2 D.3 3.2 D.4 3.2 D.5 3.2 D.6 3.2 D.7 3.2 D.8 3.2 D.9 | Level 1: List or draw preferred everyday activities from illustrations or visually supported print Level 2: Describe favorite activities, games, foods, or music from illustrations, ads or demonstrations Level 3: Recommend activities, games, books, food, or music from ads or real-life examples Level 4: Make choices and provide reasons for selection of activities, games, books, movies, food or music |