

# **Cedar Grove School District**

## **Cedar Grove, NJ**

# **2016**

**Language Arts Literacy**  
**Third Grade**

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*Approved by the Cedar Grove Board of Education*

Superintendent of Schools

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Board of Education

Mrs. Christine Dye, President

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## **Grade 3**

# **Statement of Purpose**

The third grade Language Arts Literacy curriculum affords students interdisciplinary opportunities to become proficient in speaking, listening, writing, and viewing. Students are encouraged to recognize that what they hear, write, and view contribute to the content and quality of their oral and written language. Instruction will be provided to enable effective listeners to restate, interpret, respond to, and evaluate what they hear. Strategies will be implemented that enable students to vary forms, style, and conventions in order to write for different audiences, contexts, and purposes. The language arts are interdependent processes that enrich each other and culminate in an integrated act of learning and knowing.

Students will become fluent readers who construct meaning through text. Success in school and the workplace requires that individuals know how to read, interpret, and synthesize information. To that end, this course of study includes multiple exposures to critical skills, strategies, and instructional techniques necessary to meet these goals. In addition, this curriculum recognizes that reading, writing, listening, and speaking are interconnected areas of English language arts. The ultimate goal of the reading curriculum is to produce readers who are thoughtful and purposeful. In addition, students will prepare for state standardized testing.

**This curriculum was written in accordance with the  
NEW JERSEY STUDENT LEARNING STANDARDS  
for English Language Arts**

The standards are located at <http://www.state.nj.us/education/aps/cccs/lal/>  
A full listing of the Grade 3 New Jersey Student Learning Standards  
can be found at the end of this document.

## Grade 3 - Scope and Sequence

|               |                            |
|---------------|----------------------------|
|               |                            |
| <b>Unit 1</b> | <b>September – October</b> |
|               |                            |
| <b>Unit 2</b> | <b>November – January</b>  |
|               |                            |
| <b>Unit 3</b> | <b>January – February</b>  |
|               |                            |
| <b>Unit 4</b> | <b>March – April</b>       |
|               |                            |
| <b>Unit 5</b> | <b>April – June</b>        |
|               |                            |

## Grade 3 Language Arts Literacy

### Unit 1

In Unit 1, third grade students actively participate in a variety of reading experiences, both independently and with others. During this first unit, third grade students recognize and establish the class as a community of learners. Through this, the students develop inquiry skills by asking and answering questions about a variety of informational and narrative texts and learn how to support their answers with text-based evidence. Likewise, third grade student writers will recognize and apply the steps of the writing process to produce organized pieces of narrative, informational, and opinion-based writing. Instructional emphasis will be placed on using linking words to connect the information together and provide strong concluding statements. Additionally, in all areas of writing, third graders will continue to develop an effective use of grammar and mechanics with an emphasis on utilizing nouns and pronouns correctly.

#### 21<sup>st</sup> Century Skills

|  |                        |
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| <u>  </u> Creativity & Innovation              | <u>X</u> Communication |
| <u>X</u> Critical Thinking and Problem Solving | <u>X</u> Collaboration |

#### Unit 1 Learning Targets

##### Students will be able...

- to employ a variety of strategies to decode and determine the meaning of unknown words.
- to identify the main idea of a text.
- to retell/summarize a text.
- to support ideas and opinions with text-based evidence.
- to produce opinion-based/informational essays that introduce opinion or ideas, provide supporting reasons, and give a concluding statement.
- to compose narratives that include an organized sequence of events, description of characters, dialogue, temporal words, and a strong closing.
- to describe the function of nouns and pronouns and be able to apply them correctly.

| Student Learning Objectives  | Corresponding NJSLS               |
|--|-----------------------------------|
| Ask and answer questions about fiction and non-fiction that can be supported with evidence both written and orally, offering elaboration and detail.                                 | <b>RL.3.1; RI.3.1;<br/>SL.3.3</b> |
| Recount stories, including fables, folktales, and myths from diverse cultures and determine the central message, lesson, or moral.   | <b>RL.3.2</b>                     |
| Explain how key details in the text convey central message, lesson, or moral.  | <b>RL.3.2</b>                     |
| Explain how different aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., to create mood)  | <b>RL.3.7</b>                     |
| Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.   | <b>RL.3.9</b>                     |
| Identify the main idea of a text and recount key details.  | <b>RI.3.2</b>                     |
| Provide an explanation of how key details support the main idea  | <b>RI.3.2</b>                     |
| Apply information gained from illustrations (e.g., maps, photographs) and the words in the text to understand informational text (e.g., where, when, why, and how key events occur). | <b>RI.3.7</b>                     |
| Compare and contrast the most important points and key details presented in two texts on the same topic.   | <b>RI.3.9</b>                     |
| Identify and know the meaning of the most common grade-level prefixes and suffixes (e.g. <i>un-</i> , <i>re-</i> , <i>dis-</i> , <i>-er</i> , <i>-ful</i> , <i>-ly</i> ).            | <b>RF.3.3.a</b>                   |
| Read grade-appropriate irregularly spelled words.  | <b>RF.3.3d</b>                    |
| Read grade-level text with purpose and understanding.  | <b>RF.3.4a</b>                    |

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| Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.   | <b>RF.3.4b</b>   |  |
| Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  | <b>RF.3.4c</b>   |  |
| Produce an organized piece of writing that introduces a topic or text.  | <b>W.3.1a</b>  |  |
| Produce an organized piece of writing that states an opinion and provides reasons supporting the opinion.   | <b>W.3.1b</b>  |  |
| Use linking words and phrases (e.g., <i>because, therefore, since, for example</i> ) to connect opinion and reasons.  | <b>W.3.1c</b>  |  |
| Produce an organized piece of writing that provides a concluding statement.   | <b>W.3.1d</b>  |  |
| Produce information pieces of writing that introduce a topic and group related information together.  | <b>W.3.2a</b>  |  |
| Produce a written narrative with an organized sequence of events.   | <b>W.3.3a</b>  |  |
| Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.  | <b>W.3.3b</b>  |  |
| Use temporal words and phrases to establish a situation and introduce a narrator and/or characters when writing narrative.  | <b>W.3.3c</b>  |  |
| Provide a sense of closure to a written narrative based on real or imagined experiences or events.  | <b>W.3.3d</b>  |  |
| With guidance and support, write a piece demonstrating development and organization appropriate to task and purpose.  | <b>W.3.4</b>   |  |
| With guidance and support, recognize and apply the steps of the writing process (planning, revising, and editing) to develop and strengthen writing as needed.  | <b>W.3.5</b>   |  |
| Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).   | <b>SL.3.1b</b>   |  |
| Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.   | <b>SL.3.3</b>  |  |
| Explain the function of nouns and pronouns in general and their functions in particular sentences.  | <b>L.3.1a</b>  |  |
| Apply and use regular and irregular plural nouns correctly.   | <b>L.3.1b</b>  |  |
| Form and use possessives.   | <b>L.3.2d</b>  |  |
| Use sentence-level context clues to determine the meaning of a word or phrase.  | <b>L.3.4a</b>  |  |
| Use knowledge of a known affix added to a known word to determine the meaning of the new formed word (e.g., heat/preheat).  | <b>L.3.4b</b>  |  |
| Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).  | <b>L.3.4c</b>  |  |
| Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.   | <b>L.3.4d</b>  |  |
| <b>Unit 1 Essential Questions</b>   |  |  |
| <ul style="list-style-type: none"> <li>● How do readers use text to support answers to questions?</li> <li>● What do readers do when they encounter unknown words?</li> <li>● How do writers use valid evidence to support claims?</li> </ul> | <b>Unit 1 Enduring Understandings</b>  |  |
|   | <ul style="list-style-type: none"> <li>● Good readers use text-based evidence and details to support their explanations about a text.</li> <li>● Good readers support their opinions with strong reasons and relevant facts.</li> </ul> <p style="margin-left: 20px;">A well-written narrative has a detailed, organized sequence of events.</p> |  |
| <b>Standard Code #</b>  | <b>New Jersey Student Learning Standards</b>   |  |
| <b>RL.3.1</b>   | Ask and answer questions, and make relevant connections to demonstrate understanding of a  |  |

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|               | text, referring explicitly to the text as the basis for the answers.  |
| <b>RL.3.2</b> | Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.  |
| <b>RL.3.7</b> | 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).   |
| <b>RL.3.9</b> | Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).   |
| <b>RI.3.1</b> | Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  |
| <b>RI.3.2</b> | Determine the main idea of a text; recount the key details and explain how they support the main idea.  |
| <b>RI.3.7</b> | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  |
| <b>RI.3.9</b> | Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.  |
| <b>RF.3.3</b> | Know and apply grade-level phonics and word analysis skills in decoding words.<br>a. Identify and know the meaning of the most common prefixes and derivational suffixes.<br>d. Read grade-appropriate irregularly spelled words.   |
| <b>RF.3.4</b> | Read with sufficient accuracy and fluency to support comprehension<br>a. Read grade-level text with purpose and understanding.<br>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.<br>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.   |
| <b>W.3.1</b>  | Write opinion pieces on topics or texts, supporting a point of view with reasons.<br>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.<br>b. Provide reasons that support the opinion.<br>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.<br>d. Provide a conclusion.   |
| <b>W.3.2</b>  | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<br>a. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.  |
| <b>W.3.3</b>  | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.<br>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.<br>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.<br>c. Use temporal words and phrases to signal event order.<br>d. Provide a sense of closure. |
| <b>W.3.4</b>  | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.   |
| <b>W.3.5</b>  | With guidance and support from peers and adults, develop and strengthen writing as needed by  |

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|               | planning, revising, and editing.   |
| <b>SL.3.1</b> | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own<br>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).  |
| <b>SL.3.3</b> | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.  |
| <b>L.3.1</b>  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.<br>b. Form and use regular and irregular plural nouns.<br>c. Use abstract nouns (e.g., childhood).  |
| <b>L.3.2</b>  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>d. Form and use possessives.   |
| <b>L.3.4</b>  | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.<br>a. Use sentence-level context as a clue to the meaning of a word or phrase.<br>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i> ).<br>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i> ).<br>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. |

### Evidence of Learning

#### Summative Assessment

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| <ul style="list-style-type: none"> <li>● <i>Words Their Way</i>, Pearson Learning Group</li> <li>● Unit Assessment</li> <li>● Narrative Writing Assessment</li> </ul> | <ul style="list-style-type: none"> <li>● Opinion/Informational Writing Assessment</li> <li>● Phonics Check</li> <li>● Reading Comprehension Assessment</li> </ul> |
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#### Formative Assessment

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| <ul style="list-style-type: none"> <li>● Question and Answer</li> <li>● Graphic Organizers/Maps/Webs</li> <li>● Individual Student Progress Checks</li> <li>● Think-Pair-Share</li> <li>● Teacher Observation</li> <li>● Student/Group Conferencing</li> </ul> | <ul style="list-style-type: none"> <li>● Homework</li> <li>● Whole/Small Group Participation Observation</li> <li>● Oral Questioning</li> <li>● Reciprocal Questioning</li> <li>● K-W-L</li> </ul> |
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#### Instructional Materials and Resources

- *Good Habits, Great Readers*, Pearson Learning Group
- *Words Their Way*, Pearson Learning Group
- *Write Habits*, Pearson Learning Group
- *The Daily Five*, Stenhouse Publishers
- *The CAFE Book*, Stenhouse Publishers
- *Developmental Reading Assessment*, Celebration Press/Pearson Learning Group

- *Common Core Performance Coach 3, Triumph Learning*
- *Scholastic Magazine, Scholastic*
- *YouTube Education, <https://www.youtube.com/t/education>*
- *Brainpop Jr., <https://jr.brainpop.com/>*
- *Pinterest, <https://www.pinterest.org>*
- *Teachers Pay Teachers, <https://www.teacherspayteachers.com>*
- *TumbleBook Library, <http://asp.tumblebooks.com/Home.aspx>*
- *Enchanted Learning, <http://www.enchantedlearning.com/>*
- Readworks.org
- *The Partnership for Assessment of Readiness for College and Careers, <http://parcc.pearson.com/>*

### Integration of Technology

- Computers
- SMART Board
- <https://www.pearsonsuccessnet.com>
- [www.starfall.com](http://www.starfall.com)
- [www.abcya.com](http://www.abcya.com)

### Curriculum Development Resources:

- <http://www.state.nj.us/education/modelcurriculum/ela/>
- <http://www.corestandards.org/ELA-Literacy/>
- <http://www.state.nj.us/education/aps/cccs/lal/>

## Grade 3 Language Arts Literacy

### Unit 2

During Unit 2, third grade students develop skills enabling them to make inferences in order to explain how a character's actions influence the sequence of events within a story. Additionally, third graders learn to distinguish their points of view from that of a narrator or author of a text. Furthermore, Unit 2 focuses on students reading two different narrative or informational texts on the same topic and being able to compare and contrast what they have read. As developing writers, third grade students are provided with the opportunity to write routinely over shorter and extended time frames for a range of purposes. Student writers also focus on using facts and details from a text to develop a topic or support an opinion. Likewise, during this unit, third grade writers focus on applying simple verb tenses correctly to their narrative and informational writing.

#### 21<sup>st</sup> Century Skills

Creativity & Innovation

Communication

Critical Thinking and Problem Solving

Collaboration

#### Unit 2 Learning Targets

##### Students will be able...

- to make inferences about characters' traits and connections between their actions and events in a story.
- to *distinguish their own* point of view from that of the narrator or characters in a text.
- to determine the meaning of new and unknown words using context clues, root words, and dictionaries.
- to compare informational texts to find similarities and differences in key details presented on the same topic.
- to be able to examine fictional texts in order to compare and contrast setting, theme, characters, and plot.
- to produce informational essays that group related information, provide facts and definitions, use linking words, and give a concluding statement.
- to compose narratives that include an organized sequence of events, description of characters, dialogue, temporal words, simple verb tenses, and a strong closing.
- to describe the function of verbs and be able to use simple verb tenses in writing.

| Student Learning Objectives   | Corresponding NJSLS               |
|---|-----------------------------------|
| Ask and answer questions about fiction and non-fiction that can be supported with evidence both written and orally, offering elaboration and detail.      | <b>RL.3.1; RI.3.1;<br/>SL.3.3</b> |
| Describe characters in a story.   | <b>RL.3.3</b>                     |
| Explain how the characters' actions (e.g., traits, motivations, feelings) in a story contribute to the sequence of events.                                | <b>RL.3.3</b>                     |
| Distinguish reader's point of view from that of narrator or characters.   | <b>RL.3.6; RI.3.6</b>             |
| Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.                          | <b>RL.3.9</b>                     |
| Describe the relationship of steps in technical procedures in a text, using language that indicates time and sequence.                                    | <b>RI.3.3</b>                     |
| Use text features and search tools to locate information relevant to a given topic.   | <b>RI.3.5</b>                     |
| Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). | <b>RI.3.8</b>                     |

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| Compare and contrast the most important points and key details presented in two texts on the same topic.   | <b>RI.3.9</b>   |
| Decode words with common Latin suffixes: e.g., -able, -ible, -ment, and -ation.  | <b>RF.3.3b</b>  |
| Read grade appropriate irregularly spelled words with accuracy and expression.   | <b>RF.3.3d</b>  |
| Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.   | <b>RF.3.4b</b>  |
| Use context to confirm or self-correct word recognition, rereading as necessary.   | <b>RF.3.4c</b>  |
| Come to discussions prepared having read and studied required material.  | <b>SL.3.1a</b>  |
| Follow rules for discussion (e.g., <i>gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion</i> ). | <b>SL.3.1b</b>  |
| Ask appropriate questions to clarify understanding of information.   | <b>SL.3.1c</b>  |
| Stay on topic, and link comments to the remarks of others.   | <b>SL.3.1c</b>  |
| Explain their own ideas and understanding in light of the discussion.  | <b>SL.3.1d</b>  |
| Introduce a topic and group related information together when writing.   | <b>W.3.2a</b>   |
| Include illustrations with writing when useful to aiding comprehension.  | <b>W.3.2a</b>   |
| Use facts, definitions, and details to help develop a topic within a piece of writing.   | <b>W.3.2b</b>   |
| Apply linking words and phrases (e.g., <i>also, another, and, more, but</i> ) to connect ideas within categories of information in a writing piece.                                  | <b>W.3.2c</b>   |
| Provide closure to a writing piece with a strong concluding statement or section.  | <b>W.3.2d;</b><br><b>W.3.3d</b>   |
| Establish a situation and introduce a narrator and/or characters within a piece of writing.  | <b>W.3.3a</b>   |
| Organize an event sequence that unfolds naturally in narrative writing.  | <b>W.3.3a</b>   |
| In a narrative piece, apply dialogue and descriptions of actions, thoughts, and feelings to show the response to characters to situations.   | <b>W.3.3b</b>   |
| Apply temporal words (e.g., <i>before, after, next</i> ) and phrases to signal event order in a narrative writing piece.   | <b>W.3.3c</b>   |
| With guidance and support from adults, write using appropriate grade 3 organizational structure to produce writing for a specific task and purpose.                                  | <b>W.3.4</b>  |
| With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  | <b>W.3.5</b>  |
| Use technology to produce and publish writing  | <b>W.3.6</b>  |
| Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.                           | <b>W.3.10</b>   |
| Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.                                       | <b>W.3.10</b>   |
| Describe the functions of verbs in general and their functions in particular sentences.  | <b>L.3.1a</b>   |
| Form and use regular and irregular verbs   | <b>L.3.1d</b>   |
| Form and use simple verb tenses (e.g., <i>I walked; I walk; I will walk</i> ).   | <b>L.3.1e</b>   |
| Differentiate the literal and non-literal meanings of words and phrases in context (e.g., take steps).   | <b>L.3.5a</b>   |
| Differentiate shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i> ).                 | <b>L.3.5c</b>   |
| <b>Unit 2 Essential Questions</b>  | <b>Unit 2 Enduring Understandings</b>   |
| <ul style="list-style-type: none"> <li>What types of connections can readers make with a text?</li> <li>How do good communicators share their ideas with others?</li> </ul>          | <ul style="list-style-type: none"> <li>Good readers make connections among parts of a text, between the text and their own experience, and between the text and the world around them.</li> </ul> |

| <ul style="list-style-type: none"> <li>● How do writers share information with their audience?</li> <li>● How do writers develop a well-written narrative?</li> </ul> | <ul style="list-style-type: none"> <li>● Good writers share information by grouping related facts, definitions, and explanations.</li> <li>● A well-written narrative has a detailed, organized sequence of events.</li> </ul>  |
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| Standard Code #   | New Jersey Student Learning Standards   |
| <b>RL.3.1</b>   | Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  |
| <b>RL.3.3</b>   | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.   |
| <b>RL.3.6</b>   | Distinguish their own point of view from that of the narrator or those of the characters.   |
| <b>RL.3.9</b>   | Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).   |
| <b>RI.3.1</b>   | Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  |
| <b>RI.3.3</b>   | 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.  |
| <b>RI.3.5</b>   | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently  |
| <b>RI.3.6</b>   | Distinguish their own point of view from that of the author of a text.  |
| <b>RI.3.8</b>   | 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.   |
| <b>RI.3.9</b>   | Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.  |
| <b>RF.3.3</b>   | Know and apply grade-level phonics and word analysis skills in decoding words.<br>b. Decode words with common Latin suffixes.<br>d. Read grade-appropriate irregularly spelled words.   |
| <b>RF.3.4</b>   | Read with sufficient accuracy and fluency to support comprehension.<br>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |
| <b>W.3.2</b>  | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<br>a. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.<br>b. Develop the topic with facts, definitions, and details.<br>c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i> ) to connect ideas within categories of information.<br>d. Provide a conclusion. |
| <b>W.3.3</b>  | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.<br>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.<br>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and  |

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|               | <p>events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>  |
| <b>W.3.4</b>  | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  |
| <b>W.3.5</b>  | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  |
| <b>W.3.6</b>  | With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.   |
| <b>W.3.10</b> | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  |
| <b>SL.3.1</b> | <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion</p> <p>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).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> |
| <b>SL.3.3</b> | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.  |
| <b>L.3.1</b>  | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and functions in particular sentences.</p> <p>d. Form and use regular and irregular verbs</p> <p>e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p>   |
| <b>L.3.5</b>  | <p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p>   |

### Evidence of Learning

#### Summative Assessment

- |   |  |
|---|--|
| ● <i>Words Their Way</i> , Pearson Learning Group | ● Opinion/Informational Writing Assessment |
| ● Unit Assessment                                 | ● Phonics Check                            |
| ● Narrative Writing Assessment                    | ● Reading Comprehension Assessment         |

#### Formative Assessment

- |                                      |   |
|--------------------------------------|---|
| ● Question and Answer                | ● Homework                                    |
| ● Graphic Organizers/Maps/Webs       | ● Whole/Small Group Participation Observation |
| ● Individual Student Progress Checks | ● Oral Questioning                            |

- Think-Pair-Share
- Teacher Observation
- Student/Group Conferencing
- Reciprocal Questioning
- K-W-L

### Instructional Materials and Resources

- *Good Habits, Great Readers*, **Pearson Learning Group**
- *Words Their Way*, **Pearson Learning Group**
- *Write Habits*, **Pearson Learning Group**
- *The Daily Five*, **Stenhouse Publishers**
- *The CAFE Book*, **Stenhouse Publishers**
- *Developmental Reading Assessment*, **Celebration Press/Pearson Learning Group**
- *Common Core Performance Coach 3*, **Triumph Learning**
- *Scholastic Magazine*, **Scholastic**
- *YouTube Education*, <https://www.youtube.com/t/education>
- *Brainpop Jr.*, <https://jr.brainpop.com/>
- *Pinterest*, <https://www.pinterest.org>
- *Teachers Pay Teachers*, <https://www.teacherspayteachers.com>
- *TumbleBook Library*, <http://asp.tumblebooks.com/Home.aspx>
- *Enchanted Learning*, <http://www.enchantedlearning.com/>
- *Readworks.org*
- *The Partnership for Assessment of Readiness for College and Careers*, <http://parcc.pearson.com/>

### Integration of Technology

- Computers
- SMART Board
- <https://www.pearsonsuccessnet.com>
- [www.starfall.com](http://www.starfall.com)
- [www.abcya.com](http://www.abcya.com)

### Curriculum Development Resources:

- <http://www.state.nj.us/education/modelcurriculum/ela/>
- <http://www.corestandards.org/ELA-Literacy/>
- <http://www.state.nj.us/education/aps/cccs/lal/>

## Grade 3 Language Arts Literacy

### Unit 3

During this unit, third grade students focus on reading informational texts to become experts in topics they will then write about. Informational texts include biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics. Students will utilize these text features and search tools to understand and locate information relevant to a given topic. Additionally, third graders will approach writing to share information in a way that readers and listeners will understand and learn. This type of writing presents facts clearly, using details, temporal words, and strong concluding statements. Students will also integrate technology into their writing, using media to collaborate with others, publish their writing, conduct research projects, and take notes on sources.

#### 21<sup>st</sup> Century Skills

|  |                        |
|--|------------------------|
| <u>   </u> Creativity & Innovation             | <u>X</u> Communication |
| <u>X</u> Critical Thinking and Problem Solving | <u>X</u> Collaboration |

#### Unit 3 Learning Targets

##### Students will be able...

- be able to connect the key details within a text to its central message or main idea.
- closely read a variety of short grade level appropriate texts recognizing the genre, theme, lesson
- Interpret text and respond clearly, fluently, and appropriately in writing.
- or moral, and central idea.
- Recognize details that develop or support the main idea.
- Practice test taking strategies for multiple choice and open-ended questions.
- be able to determine the meaning of general and domain-specific words, as well as employ literary vocabulary when referring to parts of a text.
- be able to orally present about a topic or story to a group using details, clear language, and appropriate pace and volume.
- be able to use technology throughout the writing process to research, plan, collaborate, produce, and publish.
- be able to compose informational and narratives pieces that have task-specific organizational structure, details and descriptions, and strong concluding statements.
- form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified.

| Student Learning Objectives  | Corresponding NJLS |
|--|--------------------|
| Recount stories, including fables, folktales, and myths from diverse cultures.                             | <b>RL.3.2</b>      |
| Determine the central message, lesson, or moral of a text.   | <b>RL.3.2</b>      |
| Explain how the central message, lesson, or moral of a text is conveyed through key details in the text.   | <b>RL.3.2</b>      |
| Determine the meaning of words and phrases as they are used in a text.                                     | <b>RL.3.4</b>      |
| Distinguish literal from nonliteral language within Grade 3 text.  | <b>RL.3.4</b>      |
| Refer to parts of stories, dramas, and poems when writing or speaking about a text.                        | <b>RL.3.5</b>      |
| Include terms such as chapter, scene, and stanza when writing or speaking about a text.                    | <b>RL.3.5</b>      |
| Describe how each successive part of a chapter, scene, or stanza builds on earlier sections within a text. | <b>RL.3.5</b>      |
| Compare and contrast the themes, settings, and plots of stories written by the same author                 | <b>RL.3.9</b>      |

|   |                 |
|---|-----------------|
| about the same or similar characters.   |                 |
| Determine the main idea in informational grade 3 text.  | <b>RI.3.2</b>   |
| Recount key details and explain how they support the main idea in an informational Grade 3 text.  | <b>RI.3.2</b>   |
| Describe the relationship between a series of historical events or scientific ideas or concepts, using language that pertains to cause/effect.  | <b>RI.3.3</b>   |
| Determine the meaning of general academic words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .  | <b>RI.3.4</b>   |
| Determine the meaning of domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .   | <b>RI.3.4</b>   |
| Use text features (e.g., maps, table of contents, captions) to locate information relevant to a given topic efficiently.  | <b>RI.3.5</b>   |
| Use search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.   | <b>RI.3.5</b>   |
| Compare and contrast the most important points and key details presented in two texts on the same topic.  | <b>RI.3.9</b>   |
| Decode multisyllable words.   | <b>RF.3.3c</b>  |
| Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.   | <b>RF.3.4b</b>  |
| Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  | <b>RF.3.4c</b>  |
| Produce opinion pieces on topics or texts that provide supporting reasons and a concluding statement or section.  | <b>W.3.1b,d</b> |
| Use facts, definitions, and details to help develop a topic within a piece of writing.  | <b>W.3.2b</b>   |
| Use linking words and phrases (e.g., <i>also, another, and, more, but</i> ) to connect ideas within categories of information.  | <b>W.3.2c</b>   |
| Provide closure to a writing piece with a strong concluding statement or section.   | <b>W.3.2d</b>   |
| Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.                                  | <b>W.3.3b</b>   |
| With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.   | <b>W.3.5</b>    |
| With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills).  | <b>W.3.6</b>    |
| With guidance and support from adults, use technology to interact and <i>collaborate</i> with others during writing.  | <b>W.3.6</b>    |
| Conduct short research projects that build knowledge about a topic when writing.  | <b>W.3.7</b>    |
| 30 Recall information from experiences or gather information from print and digital sources when writing.   | <b>W.3.8</b>    |
| Take brief notes on sources and sort evidence into provided categories in a writing piece.  | <b>W.3.8</b>    |
| Determine the main ideas and supporting details of a text of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | <b>SL.3.2</b>   |
| Report on a topic or text, tell a story, or recount an experience.  | <b>SL.3.4</b>   |
| Use appropriate facts descriptive details when reporting on a topic or text, telling a story, or recounting an experience.  | <b>SL.3.4</b>   |
| Speak clearly at an understandable pace when reporting on a topic or text, telling a story, or recounting an experience.  | <b>SL.3.4</b>   |
| Ensure subject-verb and pronoun-antecedent agreement.   | <b>L.3.1f</b>   |

|  |               |
|--|---------------|
| Form and use comparative and superlative adjectives and adverbs  | <b>L.3.1g</b> |
| Use commas in addresses when writing.  | <b>L.3.2b</b> |
| Choose words and phrases for effect.   | <b>L.3.3a</b> |
| Recognize and observe differences between the conventions of spoken and written standard English.                              | <b>L.3.3b</b> |
| Identify real life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i> ). | <b>L.3.5b</b> |

| Unit 3 Essential Questions   | Unit 3 Enduring Understandings   |
|--|--|
| <ul style="list-style-type: none"> <li>• How are the parts of a text related to each other?</li> <li>• How do readers determine and make meaning of the arguments/claims presented in a text?</li> <li>• How can technology help us with our writing?</li> </ul> | <ul style="list-style-type: none"> <li>• Good readers and writers use domain-specific vocabulary that is effective and appropriate to the task</li> <li>• Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text.</li> <li>• Good writers use technology in all steps of the writing process, from research and planning through publishing their composition.</li> </ul> |

| Standard Code # | New Jersey Student Learning Standards   |
|-----------------|---|
| <b>RL.3.2</b>   | Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.  |
| <b>RL.3.4</b>   | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.   |
| <b>RL.3.5</b>   | Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.   |
| <b>RL.3.9</b>   | Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). |
| <b>RI.3.2</b>   | Determine the main idea of a text; recount the key details and explain how they support the main idea.  |
| <b>RI.3.3</b>   | 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.  |
| <b>RI.3.4</b>   | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.  |
| <b>RI.3.5</b>   | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.   |
| <b>RI.3.9</b>   | Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.  |
| <b>RF.3.3</b>   | Know and apply grade-level phonics and word analysis skills in decoding words.<br>c. Decode multisyllable words.  |
| <b>RF.3.4</b>   | Read with sufficient accuracy and fluency to support comprehension.<br>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.<br>c. Use context to confirm or self-correct word recognition and understanding, rereading as                                   |

|               |  |
|---------------|--|
|               | necessary.   |
| <b>W.3.1</b>  | Write opinion pieces on topics or texts, supporting a point of view with reasons.<br>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.<br>b. Provide reasons that support the opinion.<br>d. Provide a conclusion  |
| <b>W.3.2</b>  | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<br>b. Develop the topic with facts, definitions, and details.<br>c. Use linking words and phrases (e.g., <i>also</i> , <i>another</i> , <i>and</i> , <i>more</i> , <i>but</i> ) to connect ideas within categories of information.<br>d. Provide a conclusion |
| <b>W.3.3</b>  | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.<br>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.   |
| <b>W.3.5</b>  | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  |
| <b>W.3.6</b>  | With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.   |
| <b>W.3.7</b>  | Conduct short research projects that build knowledge about a topic.  |
| <b>W.3.8</b>  | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  |
| <b>SL.3.2</b> | 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.  |
| <b>SL.3.4</b> | 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>L.3.1</b>  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>f. Ensure subject-verb and pronoun-antecedent agreement.<br>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.   |
| <b>L.3.2</b>  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>a. Capitalize appropriate words in titles.<br>b. Use commas in addresses.  |
| <b>L.3.3</b>  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>a. Choose words and phrases for effect.<br>b. Recognize and observe differences between the conventions of spoken and written standard English.  |
| <b>L.3.5</b>  | Demonstrate understanding of figurative language, word relationships and nuances in word meanings.<br>b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i> ).  |

### Evidence of Learning

#### Summative Assessment

- *Words Their Way*, Pearson Learning Group
- Opinion/Informational Writing Assessment

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>● Unit Assessment</li> <li>● Narrative Writing Assessment</li> </ul>  | <ul style="list-style-type: none"> <li>● Phonics Check</li> <li>● Reading Comprehension Assessment</li> </ul>  |
| <b>Formative Assessment</b>  |  |
| <ul style="list-style-type: none"> <li>● Question and Answer</li> <li>● Graphic Organizers/Maps/Webs</li> <li>● Individual Student Progress Checks</li> <li>● Think-Pair-Share</li> <li>● Teacher Observation</li> <li>● Student/Group Conferencing</li> </ul>   | <ul style="list-style-type: none"> <li>● Homework</li> <li>● Whole/Small Group Participation Observation</li> <li>● Oral Questioning</li> <li>● Reciprocal Questioning</li> <li>● K-W-L</li> </ul> |
| <b>Instructional Materials and Resources</b>   |  |
| <ul style="list-style-type: none"> <li>● <i>Good Habits, Great Readers</i>, <b>Pearson Learning Group</b></li> <li>● <i>Words Their Way</i>, <b>Pearson Learning Group</b></li> <li>● <i>Write Habits</i>, <b>Pearson Learning Group</b></li> <li>● <i>The Daily Five</i>, <b>Stenhouse Publishers</b></li> <li>● <i>The CAFE Book</i>, <b>Stenhouse Publishers</b></li> <li>● <i>Developmental Reading Assessment</i>, <b>Celebration Press/Pearson Learning Group</b></li> <li>● <i>Common Core Performance Coach 3</i>, <b>Triumph Learning</b></li> <li>● <i>Scholastic Magazine</i>, <b>Scholastic</b></li> <li>● <i>YouTube Education</i>, <a href="https://www.youtube.com/t/education">https://www.youtube.com/t/education</a></li> <li>● <i>Brainpop Jr.</i>, <a href="https://jr.brainpop.com/">https://jr.brainpop.com/</a></li> <li>● <i>Pinterest</i>, <a href="https://www.pinterest.org">https://www.pinterest.org</a></li> <li>● <i>Teachers Pay Teachers</i>, <a href="https://www.teacherspayteachers.com">https://www.teacherspayteachers.com</a></li> <li>● <i>TumbleBook Library</i>, <a href="http://asp.tumblebooks.com/Home.aspx">http://asp.tumblebooks.com/Home.aspx</a></li> <li>● <i>Enchanted Learning</i>, <a href="http://www.enchantedlearning.com/">http://www.enchantedlearning.com/</a></li> <li>● <i>Readworks.org</i></li> <li>● <i>The Partnership for Assessment of Readiness for College and Careers</i>, <a href="http://parcc.pearson.com/">http://parcc.pearson.com/</a></li> </ul> |  |
| <b>Integration of Technology</b>   |  |
| <ul style="list-style-type: none"> <li>● Computers</li> <li>● SMART Board</li> <li>● <a href="https://www.pearsonsuccessnet.com">https://www.pearsonsuccessnet.com</a></li> </ul>  | <ul style="list-style-type: none"> <li>● <a href="http://www.starfall.com">www.starfall.com</a></li> <li>● <a href="http://www.abcya.com">www.abcya.com</a></li> </ul>                             |
| <b>Curriculum Development Resources:</b>   |  |
| <ul style="list-style-type: none"> <li>● <a href="http://www.state.nj.us/education/modelcurriculum/ela/">http://www.state.nj.us/education/modelcurriculum/ela/</a></li> <li>● <a href="http://www.corestandards.org/ELA-Literacy/">http://www.corestandards.org/ELA-Literacy/</a></li> <li>● <a href="http://www.state.nj.us/education/aps/cccs/lal/">http://www.state.nj.us/education/aps/cccs/lal/</a></li> </ul>  |  |

## Grade 3 Language Arts Literacy

### Unit 4

Throughout Unit 4, third grade students use textual support in order to describe characters and to determine how different points of view affect how a reader perceives a story. Likewise, students continue to compare two or more similar narrative or informational texts in order to analyze character actions, themes, and plot. Third grade writers continue to strengthen their skills by producing organized pieces of narrative, informational, and opinion-based writing. Students will write opinion pieces and narratives continuing to strengthen their skills. When writing opinion pieces, students will state their opinions and provide appropriate reasons to support them. When writing narratives, students will establish a situation, describe events in sequential order, use dialogue and descriptions appropriately, apply temporal words, and provide a strong sense of closure. Focus will be placed on proper grammar usage with an emphasis on using coordinating and subordinating conjunctions to create a variety of simple, compound, and complex sentences.

#### 21<sup>st</sup> Century Skills

|  |                            |
|--|----------------------------|
| <u>    </u> Creativity & Innovation                | <u>  X  </u> Communication |
| <u>  X  </u> Critical Thinking and Problem Solving | <u>  X  </u> Collaboration |

#### Unit 4 Learning Targets

***Students will be able...***

- to examine fictional texts in a series, in order to compare and contrast characters, setting, theme, and plot.
- to compare informational texts to find similarities and differences in key details presented on the same topic.
- to identify cause and effect relationships in a literary text and use them to understand plot development.
- to make inferences about texts, using text ideas, prior knowledge, and experience
- to make, confirm, and revise predictions.
- to compose writing pieces that have task-specific organizational structure, supporting details and descriptions, and strong concluding statements.
- to acquire and use conversational, general academic, and domain-specific vocabulary in reading, writing, and speaking.
- to apply grammar skills to identify and create simple, compound, and complex sentence structures.

| Student Learning Objectives   | Corresponding NJSL    |
|---|-----------------------|
| Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. | <b>RL.3.3</b>         |
| Distinguish reader's point of view from that of author, narrator or characters.   | <b>RL.3.6; RI.3.6</b> |
| Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.                  | <b>RL.3.9</b>         |
| Compare and contrast the most important points and key details presented in two texts on the same topic.  | <b>RI.3.9</b>         |
| Read grade appropriate irregularly spelled words with accuracy and expression.  | <b>RF.3.3d</b>        |
| Produce an organized piece of writing that states an opinion and provides reasons supporting the opinion.   | <b>W.3.1</b>          |
| Produce informational/explanatory pieces of writing that develop topics or texts with facts and provides a concluding statement or section.       | <b>W.3.2b,c</b>       |

|   |   |
|---|---|
| Establish a situation and introduce a narrator and/or characters within a piece of writing.   | <b>W.3.3a</b>   |
| Organize an event sequence that unfolds naturally in narrative writing.   | <b>W.3.3a</b>   |
| In a narrative piece, apply dialogue and descriptions of actions, thoughts, and feelings to show the response to characters to situations.  | <b>W.3.3b</b>   |
| Apply temporal words (e.g., before, after, next) and phrases to signal event order in a narrative writing piece.  | <b>W.3.3c</b>   |
| Provide a sense of closure to a written narrative based on real or imagined experiences or events.  | <b>W.3.3d</b>   |
| With guidance and support from adults, write using appropriate grade 3 organizational structure to produce writing for a specific task and purpose.   | <b>W.3.4</b>  |
| With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.   | <b>W.3.5</b>  |
| Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.  | <b>W.3.6</b>  |
| Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.  | <b>W.3.10</b>   |
| Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  | <b>W.3.10</b>   |
| Come to discussions prepared having read and studied required material.   | <b>SL.3.1a</b>  |
| Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.   | <b>SL.3.6</b>   |
| Use coordinating and subordinating conjunctions when writing or speaking.   | <b>L.3.1h</b>   |
| Produce simple, compound, and complex sentences when writing or speaking.   | <b>L.3.1i</b>   |
| Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). | <b>L.3.6</b>  |
| <b>Unit 4 Essential Questions</b>   |   |
| <b>Unit 4 Enduring Understandings</b>   |   |
| <ul style="list-style-type: none"> <li>● Why do people compare fictional texts?</li> <li>● Why do people compare informational texts?</li> <li>● How do speakers and writers make their sentences more interesting?</li> </ul>                      | <ul style="list-style-type: none"> <li>● Good readers compare and contrast fictional texts to get a better understanding of story structure</li> <li>● Good readers compare and contrast informational texts about the same topic in order to discern the most important points.</li> <li>● Strong speakers and writers use complex sentence structure, conjunctions, and diverse vocabulary to make their sentences more interesting.</li> </ul> |
| <b>Standard Code #</b>  | <b>New Jersey Student Learning Standards</b>  |
| <b>RL.3.3</b>   | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.   |
| <b>RL.3.6</b>   | Distinguish their own point of view from that of the narrator or those of the characters.   |
| <b>RL.3.9</b>   | Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).   |
| <b>RI.3.6</b>   | Distinguish their own point of view from that of the author of a text.  |

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| <b>RI.3.9</b> | Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.   |
| <b>RF.3.3</b> | Know and apply grade-level phonics and word analysis skills in decoding words.<br>d. Read grade-appropriate irregularly spelled words.   |
| <b>W.3.1</b>  | Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.   |
| <b>W.3.2</b>  | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<br>b. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<br>d. Provide a conclusion   |
| <b>W.3.3</b>  | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.<br>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.<br>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.<br>c. Use temporal words and phrases to signal event order.<br>d. Provide a conclusion |
| <b>W.3.4</b>  | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).  |
| <b>W.3.5</b>  | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  |
| <b>W.3.6</b>  | With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.   |
| <b>W.3.10</b> | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  |
| <b>SL.3.1</b> | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others’ ideas and expressing their own clearly.<br>a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.  |
| <b>SL.3.4</b> | 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>SL.3.5</b> | Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.  |
| <b>SL.3.6</b> | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  |
| <b>L.3.1</b>  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>b. Form and use regular and irregular plural nouns.<br>e. Form and use the simple (e.g., <i>I walked</i> ; <i>I walk</i> ; <i>I will walk</i> ) verb tenses.<br>h. Use coordinating and subordinating conjunctions.<br>i. Produce simple, compound, and complex sentences.   |
| <b>L.3.2</b>  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |

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|   | <ul style="list-style-type: none"> <li>a. Capitalize appropriate words in titles.</li> <li>b. Use commas in addresses.</li> <li>c. Use commas and quotation marks in dialogue.</li> <li>d. Form and use possessives.</li> </ul>                        |
| <b>L.3.6</b>  | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i> ). |
| <b>Evidence of Learning</b>   |  |
| <b>Summative Assessment</b>   |  |
| <ul style="list-style-type: none"> <li>● <i>Words Their Way</i>, Pearson Learning Group</li> <li>● Unit Assessment</li> <li>● Narrative Writing Assessment</li> </ul>   | <ul style="list-style-type: none"> <li>● Opinion/Informational Writing Assessment</li> <li>● Phonics Check</li> <li>● Reading Comprehension Assessment</li> </ul>  |
| <b>Formative Assessment</b>   |  |
| <ul style="list-style-type: none"> <li>● Question and Answer</li> <li>● Graphic Organizers/Maps/Webs</li> <li>● Individual Student Progress Checks</li> <li>● Think-Pair-Share</li> <li>● Teacher Observation</li> <li>● Student/Group Conferencing</li> </ul>  | <ul style="list-style-type: none"> <li>● Homework</li> <li>● Whole/Small Group Participation Observation</li> <li>● Oral Questioning</li> <li>● Reciprocal Questioning</li> <li>● K-W-L</li> </ul>   |
| <b>Instructional Materials and Resources</b>  |  |
| <ul style="list-style-type: none"> <li>● <i>Good Habits, Great Readers</i>, Pearson Learning Group</li> <li>● <i>Words Their Way</i>, Pearson Learning Group</li> <li>● <i>Write Habits</i>, Pearson Learning Group</li> <li>● <i>The Daily Five</i>, Stenhouse Publishers</li> <li>● <i>The CAFE Book</i>, Stenhouse Publishers</li> <li>● <i>Developmental Reading Assessment</i>, Celebration Press/Pearson Learning Group</li> <li>● <i>Common Core Performance Coach 3</i>, Triumph Learning</li> <li>● <i>Scholastic Magazine</i>, Scholastic</li> <li>● <i>YouTube Education</i>, <a href="https://www.youtube.com/t/education">https://www.youtube.com/t/education</a></li> <li>● <i>Brainpop Jr.</i>, <a href="https://jr.brainpop.com/">https://jr.brainpop.com/</a></li> <li>● <i>Pinterest</i>, <a href="https://www.pinterest.org">https://www.pinterest.org</a></li> <li>● <i>Teachers Pay Teachers</i>, <a href="https://www.teacherspayteachers.com">https://www.teacherspayteachers.com</a></li> <li>● <i>TumbleBook Library</i>, <a href="http://asp.tumblebooks.com/Home.aspx">http://asp.tumblebooks.com/Home.aspx</a></li> <li>● <i>Enchanted Learning</i>, <a href="http://www.enchantedlearning.com/">http://www.enchantedlearning.com/</a></li> <li>● Readworks.org</li> <li>● <i>The Partnership for Assessment of Readiness for College and Careers</i>, <a href="http://parcc.pearson.com/">http://parcc.pearson.com/</a></li> </ul> |  |
| <b>Integration of Technology</b>  |  |
| <ul style="list-style-type: none"> <li>● Computers</li> <li>● SMART Board</li> <li>● <a href="https://www.pearsonsuccessnet.com">https://www.pearsonsuccessnet.com</a></li> </ul>   | <ul style="list-style-type: none"> <li>● <a href="http://www.starfall.com">www.starfall.com</a></li> <li>● <a href="http://www.abcya.com">www.abcya.com</a></li> </ul>   |
| <b>Curriculum Development Resources:</b>  |  |
| <ul style="list-style-type: none"> <li>● <a href="http://www.state.nj.us/education/modelcurriculum/ela/">http://www.state.nj.us/education/modelcurriculum/ela/</a></li> <li>● <a href="http://www.corestandards.org/ELA-Literacy/">http://www.corestandards.org/ELA-Literacy/</a></li> <li>● <a href="http://www.state.nj.us/education/aps/cccs/lal/">http://www.state.nj.us/education/aps/cccs/lal/</a></li> </ul>   |  |

## Grade 3 Language Arts Literacy

### Unit 5

Within this final unit, third grade students continue recounting and interpreting increasingly complex stories, as well as analyzing informational texts while connecting details in these texts to their central messages or main ideas. Through the use of a variety of reading comprehension strategies learned in prior units, students will determine the meaning of unknown words, general academic and domain-specific, and figurative language through the use of context clues, root words, and dictionaries. Additionally, third grade writers continue to prepare for the challenges of fourth grade by producing organized pieces of narrative and informational writing. During Unit 5, writing skills that have been developing throughout the year are strengthened and refined. They will strengthen their informational compositions with facts and definitions, illustrations, and strong conclusions, and their narratives will be strengthened through the use of character dialogue and character descriptions. Likewise, third grade students will concentrate on effective use of punctuation, with an emphasis on comma and quotation mark usage with written dialogue.

#### 21<sup>st</sup> Century Skills

Creativity & Innovation

Communication

Critical Thinking and Problem Solving

Collaboration

#### Unit 5 Learning Targets

##### Students will be able...

- be able to connect the key details within a text to its central message or main idea.
- be able to appropriately employ learned strategies to decode unknown words, spell words, determine the meaning of unknown words, and self-assess comprehension.
- be able to produce informational essays that group related information, provide facts and definitions, use linking words, and give a concluding statement.
- be able to compose narratives that include an organized sequence of events, description of characters, dialogue, temporal words, simple verb tenses, and a strong closing.
- Use commas and quotation marks in dialogue
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

| Student Learning Objectives  | Corresponding NJSIS |
|--|---------------------|
| Recount stories, including fables, folktales, and myths from diverse cultures and determine the central message, lesson, or moral. Explain how key details in the text convey central message, lesson, or moral. | <b>RL.3.2</b>       |
| Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language in Grade 3 text.  | <b>RL.3.4</b>       |
| Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language in Grade 3 text.  | <b>RL.3.4</b>       |
| Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.   | <b>RL.3.9</b>       |
| Read increasingly complex text at the grades 3-4 text complexity band independently and proficiently.  | <b>RL.3.10</b>      |
| Determine the main idea in informational grade 3 text.   | <b>RI.3.2</b>       |
| Recount key details and explain how they support the main idea in an informational Grade   | <b>RI.3.2</b>       |

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|--|-----------------|
| 3 text.  |                 |
| Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.   | <b>RI.3.4</b>   |
| Compare and contrast the most important points and key details presented in two texts on the same topic.   | <b>RI.3.9</b>   |
| Read increasingly complex texts, including informational, history/social studies, science, and technical texts, at the high end of the grades 3–4 text complexity band independently and proficiently. | <b>RI.3.10</b>  |
| Read grade level text aloud with purpose and understanding.  | <b>RF.3.4a</b>  |
| Read grade level prose and poetry orally with accuracy, appropriate rate, and expression.  | <b>RF.3.4.b</b> |
| Use context to confirm or self-correct word recognition and understanding, rereading as necessary.   | <b>RF.3.4c</b>  |
| Introduce a topic and group related information together when writing. Include illustrations when useful to aiding comprehension.  | <b>W.3.2a</b>   |
| Use facts, definitions, and details to help develop a topic within a piece of writing.   | <b>W.3.2b</b>   |
| Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.   | <b>W.3.2c</b>   |
| Provide closure to a writing piece with a strong concluding statement or section.  | <b>W.3.2d</b>   |
| Establish a situation and introduce a narrator and/or characters within a piece of writing.  | <b>W.3.3a</b>   |
| Organize an event sequence that unfolds naturally in narrative writing.  | <b>W.3.3a</b>   |
| In a narrative piece, apply dialogue, and descriptions of actions, thoughts, and feelings to show the response to characters to situations.  | <b>W.3.3b</b>   |
| Apply temporal words (e.g., before, after, next) and phrases to signal event order in a narrative writing piece.   | <b>W.3.3c</b>   |
| Provide a sense of closure to a written narrative based on real or imagined experiences or events.   | <b>W.3.3d</b>   |
| With guidance and support from adults, write using development and organization appropriate to task and purpose.   | <b>W.3.4</b>    |
| With guidance and support from peers and adults, develop, and strengthen writing as needed by planning, revising, and editing.   | <b>W.3.5</b>    |
| Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.   | <b>W.3.6</b>    |
| Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.   | <b>W.3.10</b>   |
| Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.  | <b>SL 3.5</b>   |
| Speak in complete sentences in order to provide requested detail or clarification.   | <b>SL 3.6</b>   |
| Use commas in addresses when writing.  | <b>L.3.2b</b>   |
| Use commas and quotation marks in dialogue when writing.   | <b>L.3.2c</b>   |
| Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).  | <b>L.3.2e</b>   |
| Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.                                    | <b>L.3.2f</b>   |
| Consult references as needed when spelling Grade 3 words.  | <b>L.3.2g</b>   |
| Recognize and observe differences between the conventions of spoken and written standard English.  | <b>L.3.3b</b>   |

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| Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.  |  | <b>L.3.6</b>   |
| <b>Unit 5 Essential Questions</b>  |  | <b>Unit 5 Enduring Understandings</b>  |
| <ul style="list-style-type: none"> <li>● How are the parts of a text related to each other?</li> <li>● Why do good readers challenge themselves with more complex texts?</li> <li>● How do writers approach a given task?</li> <li>● How does punctuation help you understand what you read and write</li> </ul> |  | <ul style="list-style-type: none"> <li>● The central message or main idea of a text is conveyed through key details.</li> <li>● It is only through exposure to the higher-level vocabulary, sentence structure, and literary devices in complex texts that readers begin to make sense of more difficult texts and writers increase the complexity of their compositions.</li> </ul> |
| <b>Standard Code #</b>   | <b>New Jersey Student Learning Standards</b>   |  |
| <b>RL.3.2</b>  | Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.   |  |
| <b>RL.3.4</b>  | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.  |  |
| <b>RL.3.9</b>  | Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).  |  |
| <b>RL.3.10</b>   | By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.  |  |
| <b>RI.3.2</b>  | Determine the main idea of a text; recount the key details and explain how they support the main idea.   |  |
| <b>RI.3.4</b>  | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.   |  |
| <b>RI.3.9</b>  | Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.   |  |
| <b>RI.3.10</b>   | By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.   |  |
| <b>RF.3.4</b>  | Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level prose and poetry 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>W.3.2</b>   | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> <li>a. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.</li> <li>b. Develop the topic with facts, definitions, and details.</li> <li>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</li> <li>d. Provide a conclusion.</li> </ul> |  |
| <b>W.3.3.</b>  | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> <li>a. Establish a situation and introduce a narrator and/or characters; organize an event</li> </ul>   |  |

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|               | <p>sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>   |
| <b>W.3.4</b>  | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  |
| <b>W.3.5</b>  | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  |
| <b>W.3.6</b>  | With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.   |
| <b>W.3.10</b> | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  |
| <b>SL.3.1</b> | <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p>  |
| <b>SL.3.2</b> | 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.  |
| <b>SL.3.5</b> | Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.  |
| <b>SL.3.6</b> | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification   |
| <b>L.3.2</b>  | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>f. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> |
| <b>L.3.3</b>  | <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>b. Recognize and observe differences between the conventions of spoken and written standard English.</p>  |
| <b>L.3.6</b>  | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i> ).   |

**Evidence of Learning**

**Summative Assessment**

- *Words Their Way*, Pearson Learning Group
- Unit Assessment
- Narrative Writing Assessment
- Opinion/Informational Writing Assessment
- Phonics Check
- Reading Comprehension Assessment

### Formative Assessment

- Question and Answer
- Graphic Organizers/Maps/Webs
- Individual Student Progress Checks
- Think-Pair-Share
- Teacher Observation
- Student/Group Conferencing
- Homework
- Whole/Small Group Participation Observation
- Oral Questioning
- Reciprocal Questioning
- K-W-L

### Instructional Materials and Resources

- *Good Habits, Great Readers*, Pearson Learning Group
- *Words Their Way*, Pearson Learning Group
- *Write Habits*, Pearson Learning Group
- *The Daily Five*, Stenhouse Publishers
- *The CAFE Book*, Stenhouse Publishers
- *Developmental Reading Assessment*, Celebration Press/Pearson Learning Group
- *Common Core Performance Coach 3*, Triumph Learning
- *Scholastic Magazine*, Scholastic
- YouTube Education, <https://www.youtube.com/t/education>
- Brainpop Jr., <https://jr.brainpop.com/>
- Pinterest, <https://www.pinterest.org>
- Teachers Pay Teachers, <https://www.teacherspayteachers.com>
- TumbleBook Library, <http://asp.tumblebooks.com/Home.aspx>
- *Enchanted Learning*, <http://www.enchantedlearning.com/>
- Readworks.org
- *The Partnership for Assessment of Readiness for College and Careers*, <http://parcc.pearson.com/>

### Integration of Technology

- Computers
- SMART Board
- <https://www.pearsonsuccessnet.com>
- [www.starfall.com](http://www.starfall.com)
- [www.abcya.com](http://www.abcya.com)

### Curriculum Development Resources:

- <http://www.state.nj.us/education/modelcurriculum/ela/>
- <http://www.corestandards.org/ELA-Literacy/>
- <http://www.state.nj.us/education/aps/cccs/lal/>

# New Jersey Student Learning Standards

## Grade 3

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

### Progress Indicators for Reading Literature

#### Key Ideas and Details

- RL.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
- RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

#### Craft and Structure

- RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

#### Integration of Knowledge and Ideas

- RL.3.7. 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).
- RL.3.8. (Not applicable to literature)

RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

### **Range of Reading and Complexity of Text**

RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.

## **Progress Indicators for Reading Informational Text**

### **Key Ideas and Details**

RI.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.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

### **Craft and Structure**

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.6 Distinguish their own point of view from that of the author of a text

### **Integration of Knowledge and Ideas**

RI.3.7 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).

RI.3.8 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.

RI.3.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.

## **Range of Reading and Complexity of Text**

RI.3.10. By the end of the year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

## **Reading Foundational Skills**

### **Phonics and Word Recognition**

RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- A. Identify and know the meaning of the most common prefixes and derivational suffixes.
- B. Decode words with common Latin suffixes.
- C. Decode multisyllable words.
- D. Read grade-appropriate irregularly spelled words.

### **Fluency**

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 prose and poetry orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

# Progress Indicators for Writing

## Text Types and Purposes

W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

- A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- B. Provide reasons that support the opinion.
- C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- D. Provide a conclusion

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
- B. Develop the topic with facts, definitions, and details.
- C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- D. Provide a conclusion.

W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

- A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- C. Use temporal words and phrases to signal event order.
- D. Provide a sense of closure.

## Production and Distribution of Writing

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

## Research to Build and Present Knowledge

W.3.7. Conduct short research projects that build knowledge about a topic.

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.9. (Begins in grade 4)

### **Range of Writing**

W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **Progress Indicators for Speaking and Listening**

### **Comprehension and Collaboration**

SL.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.

SL.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.

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

### **Presentation of Knowledge and Ideas**

SL.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.

SL.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.

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

## Progress Indicators for Language

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- B. Form and use regular and irregular plural nouns.
- C. Use abstract nouns (e.g., *childhood*).
- D. Form and use regular and irregular verbs.
- E. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
- F. Ensure subject-verb and pronoun-antecedent agreement.\*
- G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- H. Use coordinating and subordinating conjunctions.
- I. Produce simple, compound, and complex sentences.

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize appropriate words in titles.
- B. Use commas in addresses.
- C. Use commas and quotation marks in dialogue.
- D. Form and use possessives.
- E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
- F. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
- G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

### Knowledge of Language

L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Choose words and phrases for effect.
- B. Recognize and observe differences between the conventions of spoken and written standard English.

### Vocabulary Acquisition and Use

L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- 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.

- L.3.5. 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*).
- L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).