

## NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts	GRADE: 3	UNIT #: 2	UNIT NAME: (Theme)
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1	Describe characters in a story.	RL.3.3
2	<b>Explain how the characters' actions (e.g., traits, motivations, feelings) in a story contribute to the sequence of events.</b>	RL.3.3
3	<b>Distinguish reader's point of view from that of narrator or characters.</b>	RL.3.6; RI.3.6
4	Describe the <b>relationship</b> of steps in technical procedures in a text, <b>using language that indicates time and sequence.</b>	RI.3.3
5	Describe <b>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
6	<b>Decode words with common Latin suffixes: e.g., -able, -ible, -ment, and -ation.</b>	RF.3.3b
7	<b>Read grade appropriate irregularly spelled words with accuracy and expression.</b>	RF.3.3d
8	Read grade level text with purpose and understanding.	RF.3.4a
9	Read grade level <b>prose and poetry</b> orally with accuracy, appropriate rate, and expression.	RF.3.4b
10	Use context to confirm or self-correct word recognition, rereading as necessary.	RF.3.4c
11	<b>Come to discussion prepared having read and studied required material.</b>	SL.3.1a
12	Follow rules for discussion ( <i>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</i> ).	SL.3.1b
13	<b>Ask appropriate questions to clarify understanding of information.</b>	SL.3.1c

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14	<b>Stay on topic, and</b> link comments to the remarks of others.	SL.3.1c
15	<b>Explain their own ideas and understanding in light of the</b> discussion.	SL.3.1d
16	Introduce a <b>topic and group related information together when writing.</b>	W.3.2a
17	<b>Include illustrations with writing when useful to aiding comprehension.</b>	W.3.2a
18	Use facts, definitions, and details to help develop a topic within a piece of writing.	W.3.2b
19	<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
20	Provide closure to a writing piece with a strong concluding statement or section.	W.3.2d; W.3.3d
21	<b>Establish a situation and introduce a narrator and/or characters within a piece of writing.</b>	W.3.3a
22	<b>Organize an event sequence that unfolds naturally in narrative writing.</b>	W.3.3a
23	<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
24	Apply temporal words (e.g., before, after, next) <b>and phrases</b> to signal event order in a narrative writing piece.	W.3.3c
25	<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
26	With guidance and support from peers and adults, <b>develop and</b> strengthen writing as needed by <b>planning</b> , revising, and editing.	W.3.5
27	<b>Write routinely over extended time frames (time for research, reflection, and revision)</b>	W.3.10

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	for a range of discipline-specific tasks, purposes, and audiences.	
28	Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.3.10
29	Describe the functions of verbs in general and their functions in particular sentences.	L.3.1a
30	Form and use simple verb tenses (e.g., <i>I walked; I walk; I will walk</i> ).	L.3.1e
31	Differentiate the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i> ).	L.3.5a
32	Differentiate shades of meaning among related words that describe states of mind or degrees of uncertainty (e.g., <i>knew, believed, suspected, heard, wondered</i> ).	L.3.5c

Code #	Common Core State Standards
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
RI.3.3	Describe the <b>relationship</b> between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, <b>using language that pertains to time, sequence, and cause/effect</b> .
RI.3.6	Distinguish their own point of view from that of the author of a text.
RI.3.8	Describe the <b>logical connection</b> between particular sentences and paragraphs in a text (e.g., comparison,

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	<b>cause/effect, first/second/third in a sequence).</b>
RF.3.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>b. <b>Decode words with common Latin suffixes.</b></p> <p>d. <b>Read grade-appropriate irregularly spelled words.</b></p>
RF.3.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level <b>prose and poetry</b> orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
W.3.2	<p>Write informative/explanatory texts <b>to examine a topic and convey ideas and information clearly.</b></p> <p>a. Introduce a topic <b>and group related information together; include illustrations when useful to aiding comprehension.</b></p> <p>b. <b>Develop the topic with</b> facts, definitions, and <b>details.</b></p> <p>c. <b>Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</b></p> <p>d. Provide a concluding statement or section.</p>
W.3.3	<p>Write narratives <b>to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b></p> <p>a. <b>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</b></p> <p>b. <b>Use dialogue and descriptions</b> of actions, thoughts, and feelings <b>to develop experiences and events or show the response of characters to situations.</b></p> <p>c. Use temporal words <b>and phrases</b> to signal event order.</p> <p>d. Provide a sense of closure.</p>
W.3.4	<p><b>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</b> (Grade-specific expectations for writing types are defined in standards 1–3</p>

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	above.)
W.3.5	With guidance and support from peers and adults, <b>develop and</b> strengthen writing as needed by <b>planning</b> , revising, and editing.
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	<p><b>Engage effectively in a range of</b> collaborative discussions (one-on-one, in groups, and teacher-led) with <b>diverse partners</b> on <i>grade 3 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>a. <b>Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</b></p> <p>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).</p> <p>c. <b>Ask questions to check understanding of information presented, stay on topic, and</b> link their comments to the remarks of others.</p> <p>d. <b>Explain their own ideas and understanding in light of the</b> discussion.</p>
L.3.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. <b>Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and functions in particular sentences.</b></p> <p>c. Use <b>abstract nouns (e.g., <i>childhood</i>)</b>.</p> <p>e. <b>Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</b></p>
L.3.5	<p>Demonstrate understanding of <b>figurative language</b>, word relationships and nuances in word meanings.</p> <p>a. <b>Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</b></p> <p>c. <b>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>).</b></p>