

## NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts	GRADE: 3	UNIT #: 3	UNIT NAME: (Theme)
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
<b>1</b>	Recount stories, including fables, folktales, <b>and myths from</b> diverse cultures.	RL.3.2
<b>2</b>	Determine the central message, lesson, or moral of a text.	RL.3.2
<b>3</b>	Explain how the central message, lesson, or moral of a text is <b>conveyed through key details in the text.</b>	RL.3.2
<b>4</b>	<b>Determine the meaning of words and phrases as they are used in a text.</b>	RL.3.4
<b>5</b>	<b>Distinguish literal from nonliteral language within Grade 3 text.</b>	RL.3.4
<b>6</b>	<b>Refer to parts of stories, dramas, and poems when writing or speaking about a text.</b>	RL.3.5
<b>7</b>	<b>Include terms such as chapter, scene, and stanza when writing or speaking about a text.</b>	RL.3.5
<b>8</b>	<b>Describe how each successive part of a chapter, scene, or stanza builds on earlier sections within a text.</b>	RL.3.5
<b>9</b>	<b>Determine the main idea in informational grade 3 text.</b>	RI.3.2
<b>10</b>	<b>Recount key details and explain how they support the main idea in an informational Grade 3 text.</b>	RI.3.2
<b>11</b>	Describe the <b>relationship</b> between a series of historical events or scientific ideas or concepts, <b>using language that pertains to cause/effect.</b>	RI.3.3
<b>12</b>	Determine the meaning of <b>general academic words</b> and phrases in a text relevant to a <i>grade 3 topic or subject area.</i>	RI.3.4
<b>13</b>	Determine the meaning of <b>domain-specific words</b> and phrases in a text relevant to a <i>grade 3 topic or subject area.</i>	RI.3.4

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14	Use text features (e.g., maps, table of contents, captions) to locate information relevant to a given topic efficiently.	RI.3.5
15	Use search tools (e.g., key words, sidebars, hyperlinks) to locate information <b>relevant to a given topic efficiently.</b>	RI.3.5
16	<b>Decode multisyllable words.</b>	RF.3.3.c
17	<b>Read grade appropriate irregularly spelled words with accuracy and expression.</b>	RF.3.3.d
18	Read grade-level text with purpose and understanding.	RF.3.4.a
19	Read grade-level <b>prose and poetry</b> orally with accuracy, appropriate rate, and expression.	RF.3.4.b
20	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.3.4.c
21	Use <b>facts, definitions, and details</b> to help develop a topic within a piece of writing.	W.3.2.b
22	Use <b>linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</b>	W.3.2.c
23	Provide closure to a writing piece with a strong concluding statement or section.	W.3.2.d
24	Use <b>dialogue and descriptions</b> of actions, thoughts, and feelings to develop experiences and events or show the <b>response of characters to situations.</b>	W.3.3b
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	<b>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</b>	W.3.5

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<b>27</b>	With guidance and support from adults, use <b>technology</b> to produce and publish writing ( <b>using</b> keyboarding skills).	W.3.6
<b>28</b>	With guidance and support from adults, use <b>technology</b> to interact and collaborate with others during writing.	W.3.6
<b>29</b>	<b>Conduct short</b> research projects <b>that build knowledge about a topic when writing.</b>	W.3.7
<b>30</b>	Recall information from experiences or gather information from <b>print and digital sources</b> when writing.	W.3.8
<b>31</b>	<b>Take brief notes on sources and sort evidence into provided categories in a writing piece.</b>	W.3.8
<b>32</b>	<b>Determine the main ideas and supporting</b> details of a <b>text of a text read aloud or information presented</b> in diverse media and formats, including visually, quantitatively, and orally.	SL.3.2
<b>33</b>	<b>Report on a topic or text, tell a story,</b> or recount an experience.	SL.3.4
<b>34</b>	Use appropriate facts descriptive details when reporting on a topic or text, telling a story, or recounting an experience.	SL.3.4
<b>35</b>	<b>Speak clearly at an understandable pace when reporting on a topic or text, telling a story,</b> or recounting an experience.	SL.3.4
<b>36</b>	Use commas in <b>addresses</b> when writing.	L.3.2b
<b>37</b>	<b>Choose words and phrases for effect.*</b>	L.3.3.a
<b>38</b>	<b>Recognize and observe differences between the conventions of spoken and written standard English.</b>	L.3.3.b

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**Identify real life connections between words and their use (e.g., describe people who are *friendly or helpful*).**

L.3.5b

Code #	Common Core State Standards
RL.3.2	Recount stories, including fables, folktales, <b>and myths</b> from diverse cultures; determine the central message, lesson, or moral <b>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>
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	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.3.4	Determine the meaning of <b>general academic and domain-specific</b> words and phrases in a text relevant to a <i>grade 3</i> topic or subject area.
RI.3.5	Use text features <b>and search tools (e.g., key words, sidebars, hyperlinks)</b> to locate information <b>relevant to a given topic efficiently.</b>
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.

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	<ul style="list-style-type: none"> <li>c. <b>Decode multisyllable words.</b></li> <li>d. <b>Read grade-appropriate irregularly spelled words.</b></li> </ul>
RF.3.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level <b>prose and poetry</b> 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>
W.3.2	<p>Write informative/explanatory texts <b>to examine a topic and convey ideas and information clearly.</b></p> <ul style="list-style-type: none"> <li>b. <b>Develop the topic with facts, definitions, and details.</b></li> <li>c. <b>Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</b></li> <li>d. Provide a concluding statement or section.</li> </ul>
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> <ul style="list-style-type: none"> <li>b. <b>Use dialogue and descriptions</b> of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> </ul>
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. (Grade-specific expectations for writing types are defined in standards 1–3</b></p>

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	<b>above.)</b>
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.3.6	With guidance and support from adults, use <b>technology</b> to produce and publish writing ( <b>using</b> keyboarding skills) as well as to interact and collaborate with others.
W.3.7	<b>Conduct short</b> research projects <b>that build knowledge about a topic.</b>
W.3.8	Recall information from experiences or gather information from <b>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</b> a text read aloud or information presented <b>in diverse media and formats, including visually, quantitatively, and orally.</b>
SL.3.4	<b>Report on a topic or text, tell a story,</b> or recount an experience with appropriate facts and relevant, descriptive details, speaking <b>clearly at an understandable pace.</b>
L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>a. Capitalize <b>appropriate words in titles.</b></li> <li>b. Use commas in <b>addresses.</b></li> </ul>
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> <li>a. <b>Choose words and phrases for effect.*</b></li> </ul>

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**b. Recognize and observe differences between the conventions of spoken and written standard English.**

L.3.5.b

Demonstrate understanding of **figurative language**, word relationships and nuances in word meanings.

**b. Identify real-life connections between words and their use (e.g., describe people who are *friendly or helpful*).**