	NJDOE MODEL CURRICULUM	
CONTENT AREA: English Language Arts	**GRADE: 3**	**UNIT #: 4**	**UNIT NAME: (Theme)**

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1	Describe **characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.**	RL.3.3
2	**Distinguish reader's** point of view **from that of author, narrator or characters.**	RL.3.6; RI.3.6
3	Compare and contrast **the themes, settings, and plots of stories written by the same author about the same or similar characters.**	RL.3.9
4	Compare and contrast the most important points **and key details** presented in two texts on the same topic.	RI.3.9
5	**Read grade appropriate irregularly spelled words with accuracy and expression.**	RF.3.3d
6	Produce an organized piece of writing that states an opinion **and provides reasons supporting the opinion.**	W.3.1
7	**Establish a situation and introduce a narrator and/or characters within a piece of writing.**	W.3.3a
8	**Organize an event sequence that unfolds naturally in narrative writing.**	W.3.3a
9	In a narrative piece, **apply dialogue** and descriptions of actions, thoughts, and feelings to show the response to characters to situations.	W.3.3b
10	Apply temporal words (e.g., before, after, next) and phrases to signal event order in a narrative writing piece.	W.3.3c
11	Provide a sense of closure to a written narrative based on real or imagined experiences or events.	W.3.3d
12	**With guidance and support from adults, write using appropriate grade 3 organizational structure to produce writing for a specific task and purpose.**	W.3.4

13	With guidance and support from peers and adults, **develop** and strengthen writing as needed by planning, revising, and editing.	W.3.5
14	**Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.**	W.3.10
15	**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
16	**Speak in** complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	SL.3.6
17	**Use coordinating and subordinating conjunctions when writing or speaking.**	L.3.1h
18	**Produce simple, compound, and complex sentences when writing or speaking.**	L.3.1i
19	**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***).**	L.3.6

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.**
RL.3.9	Compare and contrast **the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).**

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RI.3.6	**Distinguish their own point of view from that of the author of a text.**
RI.3.9	Compare and contrast the most important points **and key details** presented in two texts on the same topic.
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words. d. **Read grade-appropriate irregularly spelled words.**
W.3.1	Write opinion pieces **on familiar topics or texts, supporting a point of view with reasons.**
W.3.3	Write narratives to develop real or imagined experiences or events using effective 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.
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.3.10	**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.**

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SL.3.6	**Speak in** complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See standards 1–3 in Language, pages 26–31, for specific expectations.)
L.3.1	**Observe conventions of grammar and usage when writing or speaking.** **h. Use coordinating and subordinating conjunctions.** **i. Produce simple, compound, and complex sentences.**
L.3.6	**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*).**

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