

NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts	GRADE: 3	UNIT #: 5	UNIT NAME: (Theme)
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1	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.	RL.3.2
2	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language in Grade 3 text.	RL.3.4
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	Read increasingly complex text at the grades 3-4 text complexity band independently and proficiently.	RL.3.10
5	Determine the main idea in informational grade 3 text.	RI.3.2
6	Recount key details and explain how they support the main idea in an informational Grade 3 text.	RI.3.2
7	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.3.4
8	Compare and contrast the most important points and key details presented in two texts on the same topic.	RI.3.9
9	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.	RI.3.10
10	Read grade level text aloud with purpose and understanding.	RF.3.4.a
11	Read grade level prose and poetry orally with accuracy, appropriate rate, and expression.	RF.3.4.b

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12	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.3.4.c
13	Introduce a topic and group related information together when writing. Include illustrations when useful to aiding comprehension.	W.3.2. a
14	Use facts, definitions, and details to help develop a topic within a piece of writing.	W.3.2. b
15	Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.	W.3.2. c
16	Provide closure to a writing piece with a strong concluding statement or section.	W.3.2. d
17	Establish a situation and introduce a narrator and/or characters within a piece of writing.	W.3.3.a
18	Organize an event sequence that unfolds naturally in narrative writing.	W.3.3.a
19	In a narrative piece, apply dialogue, and descriptions of actions, thoughts, and feelings to show the response to characters to situations.	W.3.3.b
20	Apply temporal words (e.g., <i>before, after, next</i>) and phrases to signal event order in a narrative writing piece.	W.3.3.c
21	Provide a sense of closure to a written narrative based on real or imagined experiences or events.	W.3.3.d
22	With guidance and support from adults, write using development and organization appropriate to task and purpose.	W.3.4
23	With guidance and support from peers and adults, develop, and strengthen writing as needed by planning, revising, and editing.	W.3.5
24	Write routinely over extended time frames (time for research, reflection, and	W.3.10

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	revision) for a range of discipline-specific tasks, purposes, and audiences.	
25	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
26	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.	SL 3.5
27	Use commas in addresses when writing.	L.3.2. b
28	Use commas and quotation marks in dialogue when writing.	L.3.2. c
29	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>).	L.3.2.e
30	Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.	L.3.2 .f
31	Consult references as needed when spelling Grade 3 words.	L.3.2.g

Code #	Common Core State Standards
RL.3.2	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.
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
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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RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas , and poetry, at the high end of the grades 3–4 text complexity band independently and proficiently.
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3</i> topic or subject area.
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
RF.3.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> 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.
W.3.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.

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	d. Provide a concluding statement or section.
W.3.3	<p>W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event 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>
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.
SL.3.5	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.
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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b. Use commas **in addresses**.

c. Use **commas and quotation marks in dialogue**.

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.**