

NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts	GRADE: 3	UNIT #: 1	UNIT NAME:
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1	Ask and answer questions about fiction and non-fiction that can be supported with evidence both written and orally, offering elaboration and detail.	RL.3.1; RI.3.1; SL.3.3
2	Recount stories, including fables, folktales, and myths from diverse cultures and determine the central message, lesson, or moral.	RL.3.2
3	Explain how key details in the text convey central message, lesson, or moral.	RL.3.2
4	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).	RL.3.7
5	Identify the main idea of a text and recount key details.	RI.3.2
6	Provide an explanation of how key details support the main idea.	RI.3.2
7	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).	RI.3.7
8	Identify and know the meaning of the most common grade-level prefixes and suffixes (e.g. un-, re-, dis-, -er, -ful, -ly).	RF.3.3 a
9	Read grade-appropriate irregularly spelled words.	RF.3.3.d
10	Read grade-level text 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
12	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.3.4 .c

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13	Produce an organized piece of writing that introduces a topic or text.	W.3.1.a
14	Produce an organized piece of writing that states an opinion and provides reasons supporting the opinion.	W.3.1.b
15	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	W.3.1.c
16	Produce an organized piece of writing that provides a concluding statement.	W.3.1.d
17	Produce a written narrative with an organized sequence of events.	W.3.3.a
18	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	W.3.3.b
19	Use temporal words and phrases to establish a situation and introduce a narrator and/or characters when writing narrative.	W.3.3.c
20	Provide a sense of closure to a written narrative based on real or imagined experiences or events.	W.3.3.d
21	With guidance and support, write a piece demonstrating development and organization appropriate to task and purpose.	W.3.4
22	With guidance and support, recognize and apply the steps of the writing process (planning, revising, and editing) to develop and strengthen writing as needed.	W.3.5
23	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	SL.3.3
24	Explain the function of nouns and pronouns in general and their functions in particular sentences.	L.3.1.a
25	Apply and use regular and irregular plural nouns correctly.	L.3.1.b
26	Use sentence-level context clues to determine the meaning of a word or phrase.	L.3.4.a
27	Use knowledge of a known affix added to a known word to determine the meaning of	L.3.4.b

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	the new formed word (e.g., heat/preheat).	
28	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	L.3.4.c
29	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	L.3.4.d

Code #	Common Core State Standards
RL.3.1	Ask and answer questions 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, lesson, or moral and explain how it is conveyed through key details in the text.
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).
RI.3.1	Ask and answer questions 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.3.7	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).
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. d. Read grade-appropriate irregularly spelled words.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension

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- 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.3.1

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 concluding statement or section.

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.

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W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning , revising, and editing.)
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
L.3.1	<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 their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., <i>childhood</i>).</p>
L.3.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>d. Form and use possessives.</p>
L.3.4	<p>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.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>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).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>

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