

New Jersey Student Learning Standards for English Language Arts and Student Learning Objectives

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Grade 3 – Unit 1: Elements of Literature

Rationale

Unit one will be an introductory unit to reading and responding to literature and narrative writing. Students will begin working with both literature and informational text. The focus for reading is on learning elements of literature and applying those skills to other texts. Students will then use their knowledge of how literature is organized to develop their own narrative writing pieces. Reading foundational skills are embedded into the unit as students apply grade-level phonics and word analysis skills to decode and encode words and read grade level text with purpose and understanding. Speaking and listening standards and language standards are infused within the unit as students learn to engage in collaborative conversations about literature and apply grammatical skills to their narrative writing.

Grade 3 – Unit 1, Module A

Standard	Student Learning Objectives We are learning to... / We are learning that...
RL.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<ul style="list-style-type: none">▪ ask and answer questions about the text to demonstrate understanding▪ make relevant connections to the text
RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.	<ul style="list-style-type: none">▪ determine the main message or theme of the text▪ explain the central message/theme, lesson, or moral through key details revealed in a text
RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.	<ul style="list-style-type: none">▪ describe the character traits in a story▪ describe the character traits in a story and how their actions contribute to the plot▪ describe the characters motivations and feelings▪ describe the characters motivations and feelings in a story and how their actions contribute to the plot
RL.3.5. 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.	<ul style="list-style-type: none">▪ terms such as chapter, scene, and stanza refer to parts of stories, dramas, and poems
RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	<ul style="list-style-type: none">▪ distinguish between the narrator's point of view▪ distinguish between the character's point of view

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Grade 3 – Unit 1, Module B

Standard	Student Learning Objectives We are learning to... / We are learning that...
RI.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<ul style="list-style-type: none"> ▪ we ask and answer questions referring explicitly to the text ▪ relevant connections help us better understand the text
RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	<ul style="list-style-type: none"> ▪ a main topic is different than a main idea ▪ determine the main idea of a text
RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	<ul style="list-style-type: none"> ▪ read literary nonfiction at grade level text-complexity or above, with scaffolding or support as needed
SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	<ul style="list-style-type: none"> ▪ engage effectively in a range of collaborative discussions (teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly ▪ build on others' ideas and expressing our own clearly
SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<ul style="list-style-type: none"> ▪ details in a text help us determine the main idea ▪ determine the main ideas and supporting details of a text read aloud
SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	<ul style="list-style-type: none"> ▪ tell a story with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace ▪ recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace
SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<ul style="list-style-type: none"> ▪ speaking in complete sentences provides details and clarification ▪ speak in complete sentences when asked to provide additional details or clarification

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Grade 3 – Unit 1, Module C

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RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Identify and know the meaning of the most common prefixes and derivational suffixes.	<ul style="list-style-type: none"> ▪ phonics and word analysis skills can be used to decode words ▪ phonics and word analysis skills can be used in encoding words ▪ identify the meaning of the most common prefixes ▪ identify the meaning of the most common derivational suffixes
RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. B. Decode words with common Latin suffixes.	<ul style="list-style-type: none"> ▪ decode words with common Latin suffixes
RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. C. Decode multisyllable words.	<ul style="list-style-type: none"> ▪ decode multi-syllabic words
RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. D. Read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> ▪ read grade-appropriate irregularly spelled words
RF.3.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding.	<ul style="list-style-type: none"> ▪ read with accuracy and fluency to support comprehension ▪ read texts with purpose and understanding
RF.3.4. Read with sufficient accuracy and fluency to support comprehension. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	<ul style="list-style-type: none"> ▪ read prose and poetry orally with accuracy, appropriate rate, and appropriate expression
RF.3.4. Read with sufficient accuracy and fluency to support comprehension. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<ul style="list-style-type: none"> ▪ use context to confirm or self-correct word recognition and understanding, rereading as necessary
W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.	<ul style="list-style-type: none"> ▪ write narratives to develop real or imagined experiences or events using narrative technique ▪ write narratives to develop real or imagined experiences or events using descriptive details ▪ write narratives to develop real or imagined experiences or events using clear event sequences

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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.	<ul style="list-style-type: none"> ▪ develop and strengthen writing as needed by planning with guidance and support from peers and adults ▪ develop and strengthen writing as needed by revising with guidance and support from peers and adults ▪ develop and strengthen writing as needed by editing with guidance and support from peers and adults ▪ you can make writing stronger by planning, revising and editing
W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.	<ul style="list-style-type: none"> ▪ use technology to produce writing with the guidance and support of adults ▪ use technology to publish writing with the guidance and support of adults
L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	<ul style="list-style-type: none"> ▪ the use of conventions of standard English grammar and usage help to communicate ideas effectively when writing or speaking ▪ demonstrate command of the conventions of standard English grammar and usage when writing or speaking ▪ the parts of speech serve different functions within a sentence
L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<ul style="list-style-type: none"> ▪ the use of conventions (capitalization, punctuation, and spelling) of standard English grammar help to communicate ideas effectively when writing ▪ demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<ul style="list-style-type: none"> ▪ use knowledge of language and its conventions when writing, speaking, reading, listening
L.3.4. 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.	<ul style="list-style-type: none"> ▪ it is important to determine or clarify the meaning of unknown words and multiple meaning words and phrases when reading ▪ determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade 3 reading and content choosing from various strategies

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L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	<ul style="list-style-type: none"> ▪ figurative language, word relationships and nuances contribute to the meaning of a text ▪ demonstrate understanding of figurative language ▪ demonstrate understanding of word relationships and nuances in word meanings
L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).	<ul style="list-style-type: none"> ▪ acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>)