

ELA Model Curriculum- Grade 3

The East Greenwich School District adopted the Model Curriculum, developed by the State of New Jersey. This curriculum is aligned with the Common Core State Standards and is organized into 5 units of study. Each unit contains specific learning goals aligned to grade level content standards that are to be taught over a six week time period. Once students complete each unit, a formative assessment is given to measure student proficiency on those targeted skills.

For more information on the Model Curriculum please visit: <http://www.state.nj.us/education/modelcurriculum>

For more information on the Common Core State Standards please visit: <http://www.corestandards.org/ELA-Literacy/>

Treasures Series Online Resources:

<http://leveledreaderdatabase.macmillanmh.com/lrdb/search.form>

http://activities.macmillanmh.com/reading/treasures/html/main_student.html

http://www.mhschool.com/reading/treasure_workbooks/national.html

RAZ Kids: (check with your child's teacher for login) <http://www.raz-kids.com/main/Login>

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Unit 1	Months: September/October
Standard number	Student Learning Goal
RL.3.1; RI.3.1; SL.3.3	Ask and answer questions about fiction and non-fiction that can be supported with evidence both written and orally, offering elaboration and detail.
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures and determine the central message, lesson, or moral.
RL.3.2	Explain how key details in the text convey central message, lesson, or moral.
RL.3.7	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).
RI.3.2	Identify the main idea of a text and recount key details.
RI.3.2	Provide an explanation of how key details support the main idea.
RI.3.7	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).
RF.3.3.a	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.d	Read grade-appropriate irregularly spelled words.
RF.3.4.a	Read grade-level text with purpose and understanding.
RF.3.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
RF.3.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.3.1.a	Produce an organized piece of writing that introduces a topic or text.
W.3.1.b	Produce an organized piece of writing that states an opinion and provides reasons supporting the opinion.
W.3.1.c	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
W.3.1.d	Produce an organized piece of writing that provides a concluding statement.
W.3.3.a	Produce a written narrative with an organized sequence of events.
W.3.3.b	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.c	Use temporal words and phrases to establish a situation and introduce a narrator and/or characters when writing narrative.
W.3.3.d	Provide a sense of closure to a written narrative based on real or imagined experiences or events.
W.3.4	With guidance and support, write a piece demonstrating development and organization appropriate to task and purpose.
W.3.5	With guidance and support, recognize and apply the steps of the writing process (planning, revising, and editing) to develop and strengthen writing as needed.
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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L.3.1.a	Explain the function of nouns and pronouns in general and their functions in particular sentences.
L.3.1.b	Apply and use regular and irregular plural nouns correctly.
L.3.4.a	Use sentence-level context clues to determine the meaning of a word or phrase.
L.3.4.b	Use knowledge of a known affix added to a known word to determine the meaning of the new formed word (e.g., heat/preheat).
L.3.4.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

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Unit 2:	November/December
Standard number	Student Learning Goal
RL.3.3	Describe characters in a story.
RL.3.3	Explain how the characters' actions (e.g., traits, motivations, feelings) in a story contribute to the sequence of events.
RL.3.6; RI.3.6	Distinguish reader's point of view from that of narrator or characters.
RI.3.3	Describe the relationship of steps in technical procedures in a text, using language that indicates time and sequence.
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
RF.3.3b	Decode words with common Latin suffixes: e.g., -able, -ible, -ment, and -ation.
RF.3.3d	Read grade appropriate irregularly spelled words with accuracy and expression.
RF.3.4a	Read grade level text with purpose and understanding.
RF.3.4b	Read grade level prose and poetry orally with accuracy, appropriate rate, and expression.
RF.3.4c	Use context to confirm or self-correct word recognition, rereading as necessary.
SL.3.1a	Come to discussion prepared having read and studied required material.
SL.3.1b	Follow rules for discussion (<i>e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion</i>).
SL.3.1c	Ask appropriate questions to clarify understanding of information.
SL.3.1c	Stay on topic, and link comments to the remarks of others.
SL.3.1d	Explain their own ideas and understanding in light of the discussion.
W.3.2a	Introduce a topic and group related information together when writing.
W.3.2a	Include illustrations with writing when useful to aiding comprehension.
W.3.2b	Use facts, definitions, and details to help develop a topic within a piece of writing.
W.3.2c	Apply linking words and phrases (<i>e.g., also, another, and, more, but</i>) to connect ideas within categories of information in a writing piece.
W.3.2d; W.3.3d	Provide closure to a writing piece with a strong concluding statement or section.
W.3.3a	Establish a situation and introduce a narrator and/or characters within a piece of writing.
W.3.3a	Organize an event sequence that unfolds naturally in narrative writing.
W.3.3b	In a narrative piece, apply dialogue and descriptions of actions, thoughts, and feelings to show the response to characters to situations.
W.3.3c	Apply temporal words (<i>e.g., before, after, next</i>) and phrases to signal event order in a narrative writing piece.

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W.3.4	With guidance and support from adults, write using appropriate grade 3 organizational structure to produce writing for a specific task and purpose.
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) for a range of discipline-specific tasks, purposes, and audiences.
W.3.10	Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
L.3.1a	Describe the functions of verbs in general and their functions in particular sentences.
L.3.1e	Form and use simple verb tenses (e.g., <i>I walked; I walk; I will walk</i>).
L.3.5a	Differentiate the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>).
L.3.5c	Differentiate shades of meaning among related words that describe states of mind or degrees of uncertainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).

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Unit 3:		January/February
Standard number	Student Learning Goal	
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures.	
RL.3.2	Determine the central message, lesson, or moral of a text.	
RL.3.2	Explain how the central message, lesson, or moral of a text 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.	
RL.3.4	Distinguish literal from nonliteral language within Grade 3 text.	
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text.	
RL.3.5	Include terms such as chapter, scene, and stanza when writing or speaking about a text.	
RL.3.5	Describe how each successive part of a chapter, scene, or stanza builds on earlier sections within a text.	
RI.3.2	Determine the main idea in informational grade 3 text.	
RI.3.2	Recount key details and explain how they support the main idea in an informational Grade 3 text.	
RI.3.3	Describe the relationship between a series of historical events or scientific ideas or concepts, using language that pertains to cause/effect.	
RI.3.4	Determine the meaning of general academic words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	
RI.3.4	Determine the meaning of domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	
RI.3.5	Use text features (e.g., maps, table of contents, captions) to locate information relevant to a given topic efficiently.	
RI.3.5	Use search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	
RF.3.3.c	Decode multisyllable words.	
RF.3.3.d	Read grade appropriate irregularly spelled words with accuracy and expression.	
RF.3.4.a	Read grade-level text with purpose and understanding.	
RF.3.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	
RF.3.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
W.3.2.b	Use facts, definitions, and details to help develop a topic within a piece of writing.	
W.3.2.c	Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect	

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	ideas within categories of information.
W.3.2.d	Provide closure to a writing piece with a strong concluding statement or section.
W.3.3b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
W. 3.4	With guidance and support from adults, write using appropriate grade 3 organizational structure to produce writing for a specific task and purpose.
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills).
W.3.6	With guidance and support from adults, use technology to interact and collaborate with others during writing.
W.3.7	Conduct short research projects that build knowledge about a topic when writing.
W.3.8	Recall information from experiences or gather information from print and digital sources when writing.
W.3.8	Take brief notes on sources and sort evidence into provided categories in a writing piece.
SL.3.2	Determine the main ideas and supporting details of a text of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.4	Report on a topic or text, tell a story, or recount an experience.
SL.3.4	Use appropriate facts descriptive details when reporting on a topic or text, telling a story, or recounting an experience.
SL.3.4	Speak clearly at an understandable pace when reporting on a topic or text, telling a story, or recounting an experience.
L.3.2b	Use commas in addresses when writing.
L.3.3.a	Choose words and phrases for effect.*
L.3.3.b	Recognize and observe differences between the conventions of spoken and written standard English.
L.3.5b	Identify real life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).

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Unit 4:		March/April
Standard number	Student Learning Goal	
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; RI.3.6	Distinguish reader's point of view from that of author, narrator or 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.	
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	
RF.3.3d	Read grade appropriate irregularly spelled words with accuracy and expression.	
W.3.1	Produce an organized piece of writing that states an opinion and provides reasons supporting the opinion.	
W.3.3a	Establish a situation and introduce a narrator and/or characters within a piece of writing.	
W.3.3a	Organize an event sequence that unfolds naturally in narrative writing.	
W.3.3b	In a narrative piece, apply dialogue and descriptions of actions, thoughts, and feelings to show the response to characters to situations.	
W.3.3c	Apply temporal words (e.g., before, after, next) and phrases to signal event order in a narrative writing piece.	
W.3.3d	Provide a sense of closure to a written narrative based on real or imagined experiences or events.	
W.3.4	With guidance and support from adults, write using appropriate grade 3 organizational structure to produce writing for a specific task and purpose.	
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) for a range of discipline-specific tasks, purposes, and audiences.	
W.3.10	Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	
L.3.1h	Use coordinating and subordinating conjunctions when writing or speaking.	
L.3.1i	Produce simple, compound, and complex sentences when writing or speaking.	
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., <i>After dinner that night we went looking for them</i>).	

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Unit 5:		May/June
Standard number	Student Learning Goal	
RL.3.2	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.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language in Grade 3 text.	
RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	
RL.3.10	Read increasingly complex text at the grades 3-4 text complexity band independently and proficiently.	
RI.3.2	Determine the main idea in informational grade 3 text.	
RI.3.2	Recount key details and explain how they support the main idea in an informational Grade 3 text.	
RI.3.4	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.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	
RI.3.10	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.	
RF.3.4.a	Read grade level text aloud with purpose and understanding.	
RF.3.4.b	Read grade level prose and poetry orally with accuracy, appropriate rate, and expression.	
RF.3.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
W.3.2. a	Introduce a topic and group related information together when writing. Include illustrations when useful to aiding comprehension.	
W.3.2. b	Use facts, definitions, and details to help develop a topic within a piece of writing.	
W.3.2. c	Use linking words and phrases (e.g., <i>also</i> , <i>another</i> , <i>and</i> , <i>more</i> , <i>but</i>) to connect ideas within categories of information.	
W.3.2. d	Provide closure to a writing piece with a strong concluding statement or section.	
W.3.3.a	Establish a situation and introduce a narrator and/or characters within a piece of writing.	
W.3.3.a	Organize an event sequence that unfolds naturally in narrative writing.	
W.3.3.b	In a narrative piece, apply dialogue, and descriptions of actions, thoughts, and	

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	feelings to show the response to characters to situations.
W.3.3.c	Apply temporal words (e.g., before, after, next) and phrases to signal event order in a narrative writing piece.
W.3.3.d	Provide a sense of closure to a written narrative based on real or imagined experiences or events.
W.3.4	With guidance and support from adults, write using development and organization appropriate to task and purpose.
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) for a range of discipline-specific tasks, purposes, and audiences.
W.3.10	Write routinely over 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. b	Use commas in addresses when writing.
L.3.2. c	Use commas and quotation marks in dialogue when writing.
L.3.2.e	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 .f	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.g	Consult references as needed when spelling Grade 3 words.