

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY**

*Moorestown K-3 Elementary Schools
English Language Arts*

**ELA
Grade 3**

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Course Description and Fundamental Concepts

The Grade 3 ELA curriculum is based on the New Jersey Student Learning Standards and the instructional principles of modeling, shared experience, guided and independent practice in reading, writing, language, speaking and listening, and foundational skills. Students will ask and answer questions to demonstrate an understanding of a text, describe characters in stories, and explain how their actions contribute to the sequence of events. They will compose informational, narrative, and opinion pieces and will edit their writing for accurate grade-level grammar, capitalization, punctuation, and spelling through the workshop model. They will read texts within the text complexity band of third grade with appropriate fluency, accuracy, and expression. They will determine the meaning of grade-level words and phrases as they are used in a text and will continue to build academic and domain-specific vocabulary while learning and applying knowledge of word parts.

[New Jersey Student Learning Standards \(NJSLs\)](#)

Subject/Content Standards

Include grade appropriate subject/content standards that will be addressed

Grade 3

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

Anchor Standards for Reading

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Grade 3

Progress Indicators for Reading Literature

Key Ideas and Details

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.

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.

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.

Craft and Structure

RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

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.

RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

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).

RL.3.8. (Not applicable to literature)

RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Range of Reading and Complexity of Text

RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Grade 3
Progress Indicators for Reading Informational Text

Key Ideas and Details

- 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.
- RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure

- 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.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- RI.3.6. Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas

- RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- 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) to support specific points the author makes in a text.
- RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.

Range of Reading and Complexity of 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.

Grade 3
Reading Foundational Skills

Phonics and Word Recognition

- 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.
 - B. Decode words with common Latin suffixes.

C. Decode multisyllable words.

D. Read grade-appropriate irregularly spelled words.

Fluency

RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

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.

Anchor Standards for Writing

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. 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 tasks, purposes, and audiences.

Grade 3 Progress Indicators for Writing

Text Types and Purposes

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 conclusion.

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
- B. Develop the topic with facts, definitions, and details.
- C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- D. Provide a conclusion.

W.3.3. Write narratives to develop real or imagined experiences or events using narrative 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.

Production and Distribution of Writing

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.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

Research to Build and Present Knowledge

W.3.7. Conduct short research projects that build knowledge about a topic.

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.9. (Begins in grade 4)

Range of Writing

W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Anchor Standards for Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Grade 3 Progress Indicators for Speaking and Listening

Comprehension and Collaboration

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon norms for discussions (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).
- C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- D. Explain their own ideas and understanding in light of the discussion.

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.

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

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.

SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Anchor Standards for Language

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Grade 3 Progress Indicators for Language

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.
- B. Form and use regular and irregular plural nouns.
- C. Use abstract nouns (e.g., childhood).

D. Form and use regular and irregular verbs.

E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

F. Ensure subject-verb and pronoun-antecedent agreement.

G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

H. Use coordinating and subordinating conjunctions.

I. Produce simple, compound, and complex sentences.

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Capitalize appropriate words in titles.

B. Use commas in addresses.

C. Use commas and quotation marks in dialogue.

D. Form and use possessives.

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.

Knowledge of Language

L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Choose words and phrases for effect.

B. Recognize and observe differences between the conventions of spoken and written standard English.

Vocabulary Acquisition and Use

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.

A. Use sentence-level context as a clue to the meaning of a word or phrase.

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).

C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases

L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty

(e.g., knew, believed, suspected, heard, wondered).

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., After dinner that night we went looking for them).

Career Awareness, Exploration, Preparation, and Training ([Standard 9.2](#))

List appropriate units below for which standards will be addressed

By Grade 5		
Unit Addressed	Core Idea	Standard / Description
Module 8	An individual's passions, aptitude and skills can affect his/her employment and earning potential.	<i>9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. 9.2.5.CAP.2: Identify how you might like to earn an income. 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.</i>
	Income and benefits can vary depending on the employer and type of job or career.	<i>9.2.5.CAP.5: Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.</i>

	There are a variety of factors to consider before starting a business.	9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees. • 9.2.5.CAP.7: Identify factors to consider before starting a business.
	Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.	9.2.5.CAP.8: Identify risks that individuals and households face. 9.2.5.CAP.9: Justify reasons to have insurance.

Life Literacies and Key Skills ([Standard 9.4](#))

List appropriate units below for which standards will be addressed

By Grade 5

Unit Addressed	Core Idea	Standard / Description
5, 7, 8, 9	Creativity and Innovation: Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.	9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6). 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
5, 7, 8, 9	Creativity and Innovation: Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).

2, 5, 7, 8, 9	<p>Critical Thinking and Problem-solving: The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.</p>	<p><i>9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).</i></p> <p><i>9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).</i></p> <p><i>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</i></p> <p><i>9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</i></p>
	<p>Digital Citizenship: Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people’s ideas in one’s own work provided that proper credit is given to the original source.</p>	<p><i>9.4.5.DC.1: Explain the need for and use of copyrights.</i></p> <p><i>9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.</i></p> <p><i>9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.</i></p>
	<p>Digital Citizenship: Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.</p>	<p><i>9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).</i></p>
	<p>Digital Citizenship: Digital identities must be managed in order to create a positive digital footprint.</p>	<p><i>9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity</i></p>
	<p>Digital Citizenship: Digital tools have positively and negatively changed the way people interact socially.</p>	<p><i>9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).</i></p> <p><i>9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.</i></p>
	<p>Digital Citizenship: Digital engagement can improve the planning and delivery of climate change actions.</p>	<p><i>9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).</i></p>

1-9	Global and Cultural Awareness: Culture and geography can shape an individual's experiences and perspectives.	<i>9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).</i>
3, 4, 6, 7, 9	Information and Media Literacy: Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.	<i>9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).</i>
6, 8	Information and Media Literacy: Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.	<i>9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3). 9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.</i>
1-9	Information and Media Literacy: Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision-making.	<i>9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole. 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).</i>
1-9	Information and Media Literacy: Specific situations require the use of relevant sources of information.	<i>9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5). 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).</i>
6	Technology Literacy: Different digital tools have different purposes.	<i>9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each. 9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings. 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.</i>

4	Technology Literacy: Collaborating digitally as a team can often develop a better artifact than an individual working alone.	9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a). 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).
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Interdisciplinary Connections ([2020 NJSLs](#))

List any other content standards addressed as well as appropriate units. All arts integration connections may be listed within this chart.

Visual & Performing Arts Integration ([Standard 1](#))

List appropriate units below for which standards (1.1 through 1.5) may be addressed

Unit Addressed	Artistic Process	Anchor Standard
4	Creating	Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 2: Organizing and developing ideas. Anchor Standard 3: Refining and completing products.
4	Connecting	Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
4	Performing/ Presenting/ Producing	Anchor Standard 4: Selecting, analyzing, and interpreting work. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 6: Conveying meaning through art.
4	Responding	Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 8: Applying criteria to evaluate products. Anchor Standard 9: Interpreting intent and meaning.

Other Interdisciplinary Content Standards

List appropriate units below for any other content/standards that may be addressed

Unit Addressed	Content / Standard #	Standard Description
Modules 3, 5, 7	Amistad Law: N.J.S.A. 18A 52:16A-88	<p>Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.</p> <p>See read aloud chart: Amistad Read Alouds</p>
Modules 1, 2	Holocaust (N.J.S.A. 18A: 35-28)	<p>Identify and analyze applicable theories concerning human nature and behavior.</p> <p>Understand that genocide is a consequence of prejudice and discrimination</p> <p>Understand that issues of moral dilemma and conscience have a profound impact on life.</p> <p>Emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.</p>
Module 2	Disabled and LGBT Persons Law: N.J.S.A. 18A:35-4.35	Understand the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people.
Module 10	"Asian American, Pacific Islander History and Contributions Law: N.J.S.A. 18A:35-4.44"	"Understand the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies
Modules 1, 2, 3, 4, 5, 7, 10	Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a	<p>Understand diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance.</p> <p>Examine the impact that unconscious bias and economic disparities have on both an individual level and on society as a whole.</p> <p>Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.</p>

<p>Modules 1, 2, 3, 5, 7</p>	<p>Social Studies/ 16.1.P.A.1 6.1.P.A.2 6.1.P.A.3</p>	<p>Citizenship begins with becoming a contributing member of the classroom community</p> <p>Demonstrate an understanding of rules by following most classroom routines.</p> <p>Demonstrate responsibility by initiating simple classroom tasks and jobs.</p> <p>Demonstrate appropriate behavior when collaborating with others.</p>
<p>Modules 3, 5</p>	<p>Social Studies 6.1.4.A.1</p>	<p>Rules and laws are developed to protect people’s rights and the security and welfare of society.</p> <p>Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.</p>
<p>Modules 1, 2, 3, 5, 7</p>	<p>Social Studies 6.1.4.A.3</p>	<p>American constitutional government is based on principles of limited government, shared authority, fairness, and equality.</p> <p>Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government</p>
<p>Module 3</p>	<p>Social Studies 6.1.4.A.4 6.1.4.A.5 6.1.4.A.6</p>	<p>There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns</p> <p>Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.</p> <p>Distinguish the roles and responsibilities of the three branches of the national government.</p> <p>Explain how national and state governments share power in the federal system of government.</p>
<p>Module 3</p>	<p>Social Studies 6.1.4.A.11</p>	<p>The United States democratic system requires active participation of its citizens.</p>

	6.1.4.A.12	<p>Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.</p> <p>Explain the process of creating change at the local, state, or national level.</p>
Modules 2, 4	<p>Social Studies</p> <p>6.1.4.B.10</p>	<p>Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.</p> <p>Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.</p>
Modules 7, 9	<p>Social Studies</p> <p>6.1.4.C.9</p>	<p>Availability of resources affects economic outcomes.</p> <p>Compare and contrast how the availability of resources affects people across the world differently.</p>
Modules 4, 7, 8	<p>Social Studies</p> <p>6.1.4.C.12</p> <p>6.1.4.C.13</p>	<p>Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.</p> <p>Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.</p> <p>Examine the qualities of entrepreneurs in a capitalistic society.</p>
Modules 2, 4	<p>Social Studies</p> <p>6.1.4.D.13</p>	<p>Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.</p> <p>Describe how culture is expressed through and influenced by the behavior of people.</p>
Modules 1-9	<p>Social Studies</p> <p>6.1.4.D.19</p>	<p>People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.</p>

		Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
Modules 1, 6	Science 3-LS3-1	<p>Many characteristics of organisms are inherited from their parents.</p> <p>For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all.</p> <p>Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar</p>
Modules 1-9	Science 3-LS3-2	<p>Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment.</p> <p>Use evidence to support the explanation that traits can be influenced by the environment</p>
Modules 1, 6	Science 3-LS4-2	<p>Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles.</p> <p>Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.</p>
Modules 1, 6	Science 3-LS4-3 3-LS1-1	<p>Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size</p> <p>Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.</p> <p>Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.</p>

Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
Module 1	September (~19 days)
Module 1 Module 2	October (~19 days)
Module 2 Module 3	November (~16 days)
Module 3	December (~15 days)
Module 4	January (~18 days)
Module 5	February (~18 days)
Module 6	March (~15-20 days)
Module 7	April (~15-20 days)
Module 8	May (~18 days)
Module 9	June (~15 days)

Reading: Scope and Sequence

Writing: Scope and Sequence

Units Scope and Sequence

Module 1: What a Character!

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) - RL.3.1; RL.3.2; RL.3.3; RL.3.4; RL.3.5; RL.3.6; RL.3.7; RL.3.9; RL.3.10; RI.3.4; RF.3.3a; RF.3.3c; RF.3.3d; RF.3.4a; RF.3.4b; RF.3.4c; W.3.2a; W.3.2b; W.3.2c; W.3.2d; W.3.4; W.3.5; W.3.6; W.3.10; SL.3.1a; SL.3.1b; SL.3.1c; SL.3.1d; SL.3.2; SL.3.3; L.3.1a; L.3.2f; L.3.4a; L.3.4b; L.3.5a; L.3.5b; L.3.6

Fundamental Concepts / Big Ideas

- What Makes a Character interesting?
- **Big Idea Words:** individuality, unique, feature, personality
- **Critical Vocabulary:** clash, winking, suggest, scrunches, mushy, usual, bilingual, mismatched, moody, pesky, snarled, illustrate, annual, protested, recited, venturing, predictable, emergency, consult, distract, drastic

Learning Objectives

Students will be able to...

Foundational Skills:

- Apply target decoding elements to shorter words and multisyllabic words.
- Develop an awareness of spelling patterns to reinforce knowledge of sound-spelling relationships.

Vocabulary:

- Build and expand word knowledge within, across, and beyond texts.
- Answer questions and discuss meanings to develop vocabulary.
- Identify real-life connections between words and their use.
- Determine the meanings of words not explicitly taught.
- Build word awareness and provide a solid basis for the development of conceptual knowledge.

Reading:

- Identify point of view
- Make and confirm predictions
- Identify author's purpose
- Determine theme
- Identify and clarify figurative language
- Identify story structure/literary elements

Grammar:

- Identify the subject of a simple sentence.
- Identify the predicate of a simple sentence.
- Use simple sentences correctly in speaking and writing.
- Identify and produce statements, questions, commands and exclamations.
- Use the four kinds of sentences correctly in writing.

- Identify conjunctions, and form compound sentences.
- Use compound sentences correctly in speaking and writing.
- Identify run-on sentences.
- Form subject-verb agreement in the present tense.
- Identify when to use -s or -es to a verb
- Use subject-verb agreement correctly in speaking and writing.
- Use pronouns and verbs that agree.
- Use pronoun-verb agreement correctly in speaking and writing.

Writing:

- Develop oral and written stories about real-life moments.
- Understand genre characteristics of a personal narrative.
- Use genre characteristics to compose a personal narrative.
- Develop and revise a narrative draft.
- Use strategies to revise a draft.
- Identify and correct errors.
- Publish writing for appropriate audiences.

Module 2: Use Your Words

Learning Goals: What do I want my students to learn?

Standards

[NJSLA](#) -*RL.3.1; RL.3.2; RL.3.3; RL.3.5; RL.3.6; RL.3.7; RI.3.1; RI.3.4; RI.3.5; RI.3.7; RI.3.9; RI.3.10; RF.3.3a; RF.3.3c; RF.3.3d; RF.3.4a; RF.3.4b; W.3.1a; W.3.1b; W.3.1c; W.3.1d; W.3.4; W.3.5; W.3.7; W.3.10; SL.3.1a; SL.3.1b; SL.3.1c; SL.3.1d; SL.3.2; SL.3.4; SL.3.5; SL.3.6; L.3.2f; L.3.3b; L.3.4a; L.3.4b; L.3.5a; L.3.5b; L.3.5c; L.3.6*

Fundamental Concepts / Big Ideas

- How do people use words to express themselves?
- **Big Idea Words:** *express, convey, chronicle, and creative*
- **Critical Vocabulary:** *video, hydrant, block, costumes, march, desires, entry, steep, speed, breezy, conductor, projects, assigned, mosaics, retains, precious, demolition.*

Learning Objectives

Students will be able to...

Foundational Skills:

- Apply target decoding elements to shorter words and multisyllabic words.
- Develop an awareness of spelling patterns to reinforce knowledge of sound-spelling relationships.

Vocabulary:

- Build and expand word knowledge within, across, and beyond texts.
- Answer questions and discuss meanings to develop vocabulary.
- Identify real-life connections between words and their use.
- Determine the meanings of words not explicitly taught.
- Build word awareness and provide a solid basis for the development of conceptual knowledge.

Reading:

- Identify point of view
- Make and confirm predictions
- Identify author's purpose
- Determine theme
- Identify and clarify figurative language
- Identify story structure/literary elements
- Identify and utilize text and graphic features
- Compare and contrast
- Understand character traits
- Ask and answer questions
- Identify elements of poetry
- Use story details to create image and visualize

Grammar:

- Identify nouns and subjects
- Identify common and proper nouns

- Identify singular and plural nouns
- Identify abstract nouns
- Use common, proper and abstract nouns in writing
- Forms irregular plural nouns -s/-es
- Identify singular and plural possessive nouns.
- Use singular and plural possessive nouns in writing
- Identify and correctly use subject and object pronouns.

Writing:

- Develop oral and written stories about real-life moments.
- Understand genre characteristics of a personal narrative.
- Use genre characteristics to compose a personal narrative.
- Develop and revise a narrative draft.
- Use strategies to revise a draft.
- Identify and correct errors
- Publish writing for appropriate audiences..

Module 3: Let Freedom Ring!

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) - *RI.3.1; RI.3.2; RI.3.3; RI.3.4; RI.3.5; RI.3.7; RI.3.8; RI.3.9; RI.3.10; RF.3.3a; RF.3.3b; RF.3.3c; RF.3.3d; RF.3.4a; RF.3.4b; W.3.2a; W.3.2b; W.3.2c; W.3.2d; W.3.4; W.3.5; W.3.10; SL.3.1a; SL.3.1b; SL.3.1c; SL.3.1d; SL.3.2; SL.3.3; SL.3.4; SL.3.6; L.3.2f; L.3.3b; L.3.4a; L.3.4b; L.3.5c; L.3.6*

Fundamental Concepts / Big Ideas

- How do historic places, documents, and symbols represent our nation?
- **Big Idea Words:** *loyal, sovereignty, democracy, and civic.*
- **Critical Vocabulary:** *convention, delegates, domestic, welfare, posterity, independence, declaring, endowed, presented, broad, gritty, hoisted, ferry, monument, inspired, torch, sculptor.*

Learning Objectives

Students will be able to...

Foundational Skills:

- Apply target decoding elements to shorter words and multisyllabic words.
- Develop an awareness of spelling patterns to reinforce knowledge of sound-spelling relationships.

Vocabulary:

- Build and expand word knowledge within, across, and beyond texts.
- Answer questions and discuss meanings to develop vocabulary.
- Identify real-life connections between words and their use.
- Determine the meanings of words not explicitly taught.
- Build word awareness and provide a solid basis for the development of conceptual knowledge.

Reading:

- Retell and summarize
- Ask and answer questions.
- Identify the author's purpose.
- Participate in collaborative conversations.
- Determine topic and central idea.
- Utilize text and graphic features
- Determine text structure

Grammar:

- Identify different types of verbs
- Use verbs correctly in speaking and writing.
- Use action verbs correctly in speaking and writing.
- Understand verb tense (past, present and future)
- Use helping and the verb "be" correctly
- Understand and apply irregular verbs in speaking and writing

Writing:

- Understand features of descriptive writing
- Develop a topic sentence for a description
- Identify sensory words to be used in writing descriptive essays
- Discuss how the use of sensory words improves a writing piece
- Begin sentences with different parts of speech to vary sentence structure
- Hold a collaborative discussion and share descriptive writing

Module 4: Stories on Stage

Learning Goals: What do I want my students to learn?

Standards

[NJSL](#) - *RL.3.1; RL.3.2; RL.3.3; RL.3.4; RL.3.5; RI.3.1; RI.3.4; RI.3.6; RI.3.8; RF.3.3a; RF.3.3b; RF.3.3c; RF.3.3d; RF.3.4a; RF.3.4b; RF.3.4c; W.3.1a; W.3.1b; W.3.1c; W.3.1d; W.3.4; W.3.5; W.3.6; W.3.7; W.3.10; SL.3.1a; SL.3.1b; SL.3.1c; SL.3.1d; SL.3.2; L.3.2f; L.3.3b; L.3.4a; L.3.4b; L.3.4c; L.3.5a; L.3.5c; L.3.6*

Fundamental Concepts / Big Ideas

- Why might some stories be better told as plays?
- **Big Idea Words:** *audition, rehearse, ability, actor.*
- **Critical Vocabulary:** *genuine, saga, coiled, whirled, tame, baroque, pulleys, backdrop, performance, eminent, peasant, stately, deceive, superior, merciful, greedily, hesitation, burden, unnoticed, drowsy, reassuring,*

Learning Objectives

Students will be able to...

Foundational Skills:

- Apply target decoding elements to shorter words and multisyllabic words.
- Develop an awareness of spelling patterns to reinforce knowledge of sound-spelling relationships.

Vocabulary:

- Build and expand word knowledge within, across, and beyond texts.
- Answer questions and discuss meanings to develop vocabulary.
- Identify real-life connections between words and their use.
- Determine the meanings of words not explicitly taught.
- Build word awareness and provide a solid basis for the development of conceptual knowledge.

Reading:

- Identify story structure.
- Identify elements of drama.
- Ask and answer questions.
- Participate in collaborative conversations.
- Monitor and clarify.
- Retell and summarize
- Identify and clarify figurative language
- Identify media techniques
- Determine theme

Grammar:

- Identify and use adjectives that tell what kind and how many
- Add -er -ier to adjectives
- Review adjectives that compare
- Identify adverbs that tell How, Where and When
- Use adverbs in writing
- Identify adjectives that compare.
- Identify adverbs that compare
- Use adjectives and adverbs that compare
- Identify prepositions and prepositional phrases
- Combine sentences using prepositional phrases. .

Writing:

- Understand features of a biography
- Use multiple prewriting strategies to plan writing
- Use research to identify relevant information
- Provide ideas to support a topic sentence
- Draft multiple-paragraph informational texts
- Revise draft to improve paragraph structure and provide clarity
- Edit draft to ensure correct capitalization, punctuation, grammar and spelling.

Module 5: Teamwork

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) - *RL.3.1; RL.3.2; RL.3.3; RL.3.5; RL.3.7; RL.3.9; RL.3.10; RI.3.1; RI.3.3; RI.3.4; RI.3.6; RI.3.7; RI.3.8; RI.3.9; RI.3.10; RF.3.3a; RF.3.3b; RF.3.3c; RF.3.3d; RF.3.4a; RF.3.4b; RF.3.4c; W.3.2a; W.3.2b; W.3.2c; W.3.2d; W.3.4; W.3.5; W.3.10; SL.3.1a; SL.3.1b; SL.3.1c; SL.3.1d; SL.3.2; SL.3.3; L.3.2e; L.3.2f; L.3.3a; L.3.4a; L.3.4b; L.3.4c; L.3.5a; L.3.5c; L.3.6*

Fundamental Concepts / Big Ideas

- What can sports teach us about working together?
- **Big Idea Words:** *collaboration, symbiosis, determination, and unity.*
- **Critical Vocabulary:** *apprehensive, technical, deflected, competition, intercepted, sprawling, captain, force, finals, meets, upset, concentrated, disappointed, personal, littered, rivalry, disbanded, donated, generations, soared.*

Learning Objectives

Students will be able to...

Foundational Skills:

- Apply target decoding elements to shorter words and multisyllabic words.
- Develop an awareness of spelling patterns to reinforce knowledge of sound-spelling relationships.

Vocabulary:

- Build and expand word knowledge within, across, and beyond texts.
- Answer questions and discuss meanings to develop vocabulary.
- Identify real-life connections between words and their use.
- Determine the meanings of words not explicitly taught.
- Build word awareness and provide a solid basis for the development of conceptual knowledge.

Reading:

- Ask and answer questions.
- Identify the author's purpose.
- Participate in collaborative conversations.
- Identify story structure/literary elements
- Identify author's purpose
- Determine theme

Grammar:

- Use commas in a series of nouns and verbs
- Use commas in a sentence and series
- Write quotation marks correctly through use of capitalization and punctuation
- Include commas in quotations

Writing:

- Read and understand new vocabulary
- Understand features of persuasive writing
- Use organizational patterns correctly
- Construct responses to reading to deepen comprehension.
- Add details to support a position
- Write a strong conclusion
- Understand possessive pronouns and apply correct punctuation

Module 6: Animal Behavior

Learning Goals: What do I want my students to learn?

Standards

NJSLS - RI.3.1; RI.3.2; RI.3.3; RI.3.4; RI.3.5; RI.3.7; RI.3.8; RI.3.10; RF.3.3a; RF.3.3b; RF.3.3c; RF.3.3d; RF.3.4a; RF.3.4b; RF.3.4c; W.3.2a; W.3.2b; W.3.2c; W.3.2d; W.3.4; W.3.5; W.3.10; SL.3.1a; SL.3.1b; SL.3.1c; SL.3.1d; SL.3.2; SL.3.3; SL.3.4; SL.3.6; L.3.2e; L.3.2f; L.3.3a; L.3.3b; L.3.4a; L.3.4b; L.3.5a; L.3.6

Fundamental Concepts / Big Ideas

- What behaviors help animals survive?
- **Big Idea Words:** hatch, universal, span, growth
- **Critical Vocabulary:** larvae, molt, unsuspecting, deposited, patch, cumbersome, keener, nostrils, trumpet, flexible, siphon, lurking, invisible, nuzzled, bared, refused, assistant, pounce, nursery

Learning Objectives

Students will be able to...

Foundational Skills:

- Apply target decoding elements to shorter words and multisyllabic words.
- Develop an awareness of spelling patterns to reinforce knowledge of sound-spelling relationships.

Vocabulary:

- Build and expand word knowledge within, across, and beyond texts.
- Answer questions and discuss meanings to develop vocabulary.
- Identify real-life connections between words and their use.
- Determine the meanings of words not explicitly taught.
- Build word awareness and provide a solid basis for the development of conceptual knowledge.

Reading:

- Utilize text and graphic features
- Identify the author's purpose.
- Retell and summarize
- Participate in collaborative conversations.

Grammar:

- Use contractions with not correctly
- Use contractions with pronouns in writing
- Abbreviate days, months, and places in writing

Writing:

- Understand features of informational writing
- Use research to identify and narrow a topic
- Use research to identify relevant information

- Use purposeful structure to organize writing
- Provide a clear statement of the main idea
- Conclude with a restatement of the main idea
- Explain ideas with details, examples, and descriptions
- Use preposition phrases to combine sentences

Module 7: Make a Difference

Learning Goals: What do I want my students to learn?

Standards

[NJSLS](#) - *RL.3.1; RL.3.3; RL.3.4; RL.3.5; RL.3.7; RL.3.10; RI.3.3; RI.3.4; RI.3.5; RI.3.6; RI.3.7; RI.3.8; RI.3.9; RI.3.10; RF.3.3a; RF.3.3c; RF.3.3d; RF.3.4a; RF.3.4b; RF.3.4c; W.3.2a; W.3.2b; W.3.2c; W.3.2d; W.3.4; W.3.5; W.3.6; W.3.7; W.3.10; SL.3.1a; SL.3.1b; SL.3.1c; SL.3.1d; SL.3.2; L.3.1b; L.3.4a; L.3.4b; L.3.4c; L.3.5a; L.3.5c; L.3.6*

Fundamental Concepts / Big Ideas

- How can one person make a meaningful difference in their local or global community?
- **Big Idea Words:** *outreach, fellowship, communal, resident*
- **Critical Vocabulary:** *scarce, greenhouses, pollution, crowded, vats, vertical, factories, confesses, forage, recycled, cable, environmental, renewable, converted, resources, willing, slender, gallant, chimed, preparation, flickered, concluded*

Learning Objectives

Students will be able to...

Foundational Skills:

- Apply target decoding elements to shorter words and multisyllabic words.
- Develop an awareness of spelling patterns to reinforce knowledge of sound-spelling relationships.

Vocabulary:

- Build and expand word knowledge within, across, and beyond texts.
- Answer questions and discuss meanings to develop vocabulary.
- Identify real-life connections between words and their use.
- Determine the meanings of words not explicitly taught.
- Build word awareness and provide a solid basis for the development of conceptual knowledge.

Reading:

- Identify point of view
- Make and confirm predictions
- Identify author's purpose
- Utilize text and graphic features
- Ask and answer questions.

Grammar:

Review and connect to writing:

- kinds of sentences and compound sentences
- subject and pronoun verb agreement
- complex sentences
- common and proper nouns
- plural nouns

- abstract nouns
- possessive nouns and pronouns
- action and being verbs
- verb tenses
- verb be and helping verbs
- irregular verbs
- adjectives, articles and adverbs
- commas in a series
- preposition and prepositional phrases

Writing:

- Read and understand new vocabulary
- Understand features of persuasive writing
- Use organizational patterns correctly
- Construct responses to reading to deepen comprehension.
- Add details to support a position
- Write a strong conclusion
- Understand possessive pronouns and apply correct punctuation

Module 8: Imagine! Invent!

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) -

RL.3.1; RL.3.3; RL.3.4; RL.3.5; RL.3.10; RI.3.1; RI.3.2; RI.3.3; RI.3.5; RI.3.6; RI.3.7; RI.3.8; RI.3.9; RI.3.10; RF.3.3a; RF.3.3b; RF.3.3c; RF.3.3d; RF.3.4a; RF.3.4b; RF.3.4c; W.3.1a; W.3.1b; W.3.1c; W.3.1d; W.3.4; W.3.5; W.3.10; SL.3.1a; SL.3.1b; SL.3.1c; SL.3.1d; SL.3.2; SL.3.4; SL.3.6; L.3.2e; L.3.2f; L.3.3a; L.3.3b; L.3.4b; L.3.4c; L.3.4d; L.3.5c; L.3.6

Fundamental Concepts / Big Ideas

- What does it take to make a successful invention?
- **Big Idea Words:** *invention, brilliant, peroductice, original*
- **Critical Vocabulary:** *valuable, radar, device, breakthrough, dictation, technology, contraption, quest, craze, era, engineer, perplexed, dynamo, lingers, whirled, baffled, visionary, compact, singles, memorable, system, innovative*

Learning Objectives

Students will be able to...

Foundational Skills:

- Apply target decoding elements to shorter words and multisyllabic words.
- Develop an awareness of spelling patterns to reinforce knowledge of sound-spelling relationships.

Vocabulary:

- Build and expand word knowledge within, across, and beyond texts.
- Answer questions and discuss meanings to develop vocabulary.
- Identify real-life connections between words and their use.
- Determine the meanings of words not explicitly taught.
- Build word awareness and provide a solid basis for the development of conceptual knowledge.

Reading:

- Utilize text and graphic features
- Ask and answer questions.
- Identify cause and effect relationships
- Identify the author's purpose.
- Participate in collaborative conversations.
- Monitor and clarify.
- Determine topic and central idea.
- Retell and summarize
- Understand characters traits

Grammar:

Review and connect to writing:

- kinds of sentences and compound sentences
- subject and pronoun verb agreement
- complex sentences
- common and proper nouns
- plural nouns
- abstract nouns
- possessive nouns and pronouns
- action and being verbs
- verb tenses
- verb be and helping verbs
- irregular verbs
- adjectives, articles and adverbs
- commas in a series
- preposition and prepositional phrases

Writing:

- Understand features of research writing
- Gather and evaluate resources
- Use research to identify and narrow a topic
- Use research to identify relevant information
- Use purposeful structure to organize writing
- Provide a clear statement of the main idea
- Conclude with a restatement of the main idea
- Explain ideas with details, examples, and descriptions
- Use preposition phrases to combine sentences

Module 9: From Farm to Table

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) - *RL.3.1; RL.3.7; RI.3.1; RI.3.2; RI.3.3; RI.3.4; RI.3.5; RI.3.6; RI.3.7; RI.3.8; RI.3.10; RF.3.3a; RF.3.3b; RF.3.3c; RF.3.3d; RF.3.4a; RF.3.4b; RF.3.4c; W.3.2a; W.3.2b; W.3.2c; W.3.2d; W.3.4; W.3.5; W.3.10; SL.3.1a; SL.3.1b; SL.3.1c; SL.3.1d; SL.3.2; SL.3.3; SL.3.4; SL.3.6; L.3.2f; L.3.3a; L.3.4a; L.3.4b; L.3.4c; L.3.5a; L.3.6*

Fundamental Concepts / Big Ideas

- How does food get to your table?
- **Big Idea Words:** *agriculture, reap, nutrition, tilling*
- **Critical Vocabulary:** *stalk, dairy, curds, tingly, scarlet, grove, rotation, prepping, storage, vine, burly, shrivel, layout, abor, transplanted, mulch, blooming, kernels*

Learning Objectives

Students will be able to...

Foundational Skills:

- Apply target decoding elements to shorter words and multisyllabic words.
- Develop an awareness of spelling patterns to reinforce knowledge of sound-spelling relationships.

Vocabulary:

- Build and expand word knowledge within, across, and beyond texts.
- Answer questions and discuss meanings to develop vocabulary.
- Identify real-life connections between words and their use.
- Determine the meanings of words not explicitly taught.
- Build word awareness and provide a solid basis for the development of conceptual knowledge.

Reading:

- Identify story structure/literary elements
- Utilize text and graphic features
- Ask and answer questions.
- Identify the author's purpose.
- Participate in collaborative conversations.
- Determine topic and central idea.
- Retell and summarize

Grammar:

Review and connect to writing:

- kinds of sentences and compound sentences
- subject and pronoun verb agreement
- complex sentences

- common and proper nouns
- plural nouns
- abstract nouns
- possessive nouns and pronouns
- action and being verbs
- verb tenses
- verb be and helping verbs
- irregular verbs
- adjectives, articles and adverbs
- commas in a series
- preposition and prepositional phrases

Writing:

- Understand features of research writing
- Gather and evaluate resources
- Use research to identify and narrow a topic
- Use research to identify relevant information
- Use purposeful structure to organize writing
- Provide a clear statement of the main idea
- Conclude with a restatement of the main idea
- Explain ideas with details, examples, and descriptions
- Use preposition phrases to combine sentence

Please contact the Content Supervisor for any questions.