

RL.3 Reading Literature Text	
<ul style="list-style-type: none"> <input type="checkbox"/> 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.3.1.) <input type="checkbox"/> 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.3.2.) <input type="checkbox"/> Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. (RL.3.3.) <input type="checkbox"/> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (RL.3.4.) <input type="checkbox"/> 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.3.5.) <input type="checkbox"/> Distinguish their own point of view from that of the narrator or those of the characters. (RL.3.6.) <input type="checkbox"/> Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (RL.3.7.) <input type="checkbox"/> Compare, contrast and reflect on the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters. (RL.3.9.) <input type="checkbox"/> 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. (RL.3.10.) 	
<p><u>Essential Questions</u></p> <p>How does understanding the features of print make language more meaningful?</p>	<p><u>Enduring Understandings</u></p> <p>The understanding of features, structures, and characteristics of print helps readers make meaning of print.</p>
<p><u>Suggested Activities and Resources</u> (in addition to guided reading and leveled materials)</p> <p>Model how to locate and interpret features with teacher think-alouds; Teach sentence and paragraph conventions with mini-lessons during writing workshop; Use a variety of nonfiction texts to practice interpreting graphic features.</p>	<p><u>Suggested Assessments</u></p> <p>Observe child during writing workshop activities to see if print conventions are being used; Use guided reading groups to assess how well students are using table of contents, chapter headings, and graphic features; Assess use of graphic features during content area assessments, including tests.</p>

RI.3 Reading Informational Text	
<ul style="list-style-type: none"> <input type="checkbox"/> 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.3.1.) <input type="checkbox"/> Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI.3.2.) <input type="checkbox"/> 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. (RI.3.3.) <input type="checkbox"/> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (RI.3.4.) <input type="checkbox"/> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (RI.3.5.) <input type="checkbox"/> Distinguish their own point of view from that of the author of a text. (RI.3.6.) <input type="checkbox"/> Use information gained from text features and the words in a text to demonstrate understanding of the text (RI.3.7.) <input type="checkbox"/> Describe the logical connection between particular sentences and paragraphs in a text to support specific points the author makes in a text. (RI.3.8.) <input type="checkbox"/> Compare, contrast and reflect on the most important points and key details presented in two texts on the same topic. (RI.3.9.) <input type="checkbox"/> By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. (RI.3.10.) 	
<p><u>Essential Questions</u> How does fluency affect comprehension? How do readers make sense of text? What do readers do when they don't understand what they are reading?</p>	<p><u>Enduring Understandings</u> Fluent readers group words quickly and read smoothly with expression to help them understand text; Good readers use strategies to help them make sense of what they are reading and monitor comprehension.</p>
<p><u>Suggested Activities and Resources</u> (in addition to guided reading and leveled materials) Model fluency daily with read alouds; Use Reader's Theater, paired reading, echo reading, and choral reading activities to help students develop fluency; Use think alouds and show students how to make connections, infer, and develop questioning strategies; Students record connections, inferences, and questions on a chart, graphic organizer, bookmark, or sticky, explaining/supporting their thinking; Use book clubs to group students by ability or interest. Have students apply strategies to their reading; Read simple fairy tales and discuss "What's the Big Idea?" to introduce theme.</p>	<p><u>Suggested Assessments</u> Assess fluency using a rubric and running record. Elicit a retelling of the same passage to assess comprehension; Use results to help group for guided reading; Assess how students are using strategies by reviewing their charts, bookmarks, or stickies; It is important to evaluate how meaningful their connections, inferences, and questions are and if they use text support; Use a simple story map to evaluate their understanding of characters, setting, and plot elements.</p>

RF.3 Reading Foundation Skills	
<ul style="list-style-type: none"> <input type="checkbox"/> Know and apply grade-level phonics and word analysis skills in decoding and encoding words. (RF.3.3.) <input type="checkbox"/> Read with sufficient accuracy and fluency to support comprehension. (RF.3.4.) 	
<p><u>Essential Questions</u></p> <p>How are sounds represented by letters? How do I figure out a word I do not know?</p>	<p><u>Enduring Understandings</u></p> <p>Letter and letter combinations represent the sounds of our language; Readers use letter-sound correspondence, pictures, language structure, and context to decode new words.</p>
<p><u>Suggested Activities and Resources</u> (in addition to guided reading and leveled materials) Play <i>Guess My Message</i> by putting a secret message on the board, using blanks for each letter. Students guess, similar to <i>Hangman</i> or <i>Wheel of Fortune</i>; Give plenty of opportunities for word sorting and making words, incorporating the spelling patterns being taught; Have students keep a word study notebook where students can collect words fitting specific patterns or syllable rules. Create games that have students match vowel or consonant patterns.</p>	<p><u>Suggested Assessments</u></p> <p>Assess how many high frequency words each child has mastered; Use observations and running records during guided reading groups to assess students’ use of decoding strategies; Focus instruction and grouping based upon the needs of students; Use a developmental spelling test to assess a student’s spelling/decoding level.</p>

Anchor Standards for Reading

KEY IDEAS AND DETAILS	
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences 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 how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently.

W.3 Writing	
<ul style="list-style-type: none"> <input type="checkbox"/> Write opinion pieces on topics or texts, supporting a point of view with reasons. (W.3.1.) <input type="checkbox"/> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.3.2.) <input type="checkbox"/> Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. (W.3.3.) <input type="checkbox"/> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (W.3.4.) <input type="checkbox"/> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (W.3.5.) <input type="checkbox"/> With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. (W.3.6.) <input type="checkbox"/> Conduct short research projects that build knowledge about a topic. (W.3.7.) <input type="checkbox"/> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (W.3.8.) <input type="checkbox"/> Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. (W.3.10.) 	
<p><u>Essential Questions</u> How do good writers express themselves? How do writers develop a well-written product? Why does a writer choose a particular form of writing?</p>	<p><u>Enduring Understandings</u> Good writers develop and refine their ideas for the purpose of thinking, learning, and expressing themselves; Good writers develop a variety of strategies and select a form that allows them to write for different purposes and audiences.</p>
<p><u>Suggested Activities and Resources</u> (in addition to guided reading and leveled materials) Introduce the concept of an open writing workshop and put procedures into place the 1st week of school; Use quality picture books that trigger ideas, model possibilities, and illustrate the focus of each mini-lesson; Incorporate short conferences into the workshop routine; Find a specific part of the student’s piece to praise, then teach one technique, skill, or strategy; Use word walls that include frequently and effectively used transitions, specific/descriptive vocabulary, and interesting words; Make a list of 20 picture books you will use to model a range of possibilities for your students, earmarking five for the earliest weeks of writing workshop.</p>	<p><u>Suggested Assessments</u> Design a simple system for collecting information throughout each term, such as a clipboard checklist or flip chart; Record what you have taught in individual conferences, what you must teach soon, and what the child can do independently; Use a simple self-assessment form; Assess open-ended responses and essays on science/social studies tests; Use a rubric that evaluates writing traits and use results to provide feedback to students; Students self-select best piece (over a period of time) to develop, publish, and submit for assessment.</p>

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.

SL.3 Speaking & Listening	
<ul style="list-style-type: none"> ❑ Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade appropriate topics and texts, building on others’ ideas and expressing their own clearly. (SL.3.1.) ❑ 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.3.2.) ❑ Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (SL.3.3.) ❑ 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.3.4.) ❑ Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. (SL.3.5.) ❑ Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (SL.3.6.) 	
<p><u>Essential Questions</u> How can discussion help us learn? How do speakers express their thoughts and feelings? How does a speaker communicate so others will listen and understand the message? How can we listen and understand a message?</p>	<p><u>Enduring Understandings</u> Discussion builds connections to others and creates learning opportunities; Questioning and contributing help speakers explore issues and clarify thinking; A speaker uses the right elements and format to fit the audience and the purpose; Good listeners focus to make sense of the message they hear so they can respond appropriately.</p>
<p><u>Suggested Activities and Resources</u> (in addition to guided reading and leveled materials) Provide opportunities for students to participate in a variety of discussions; Use a T-chart to explicitly teach proper speaking behaviors, such as maintaining eye contact; Use Think-Pair-Share, cooperative groups, and books clubs as opportunities to develop speaking skills and oral language; Provide opportunities for informal presentations, dramatizations, and role-playing; Plan activities whereby students must follow oral directions to create simple crafts/products; Play recordings w/ students listen for a specific purpose, such as summarizing or making connections; Using a simple graphic organizer while listening will help students focus on the purpose; Read aloud quality fiction and nonfiction picture books that promote vocabulary development.</p>	<p><u>Suggested Assessments</u> Assess story presentations and creative dramatics; Provide students with feedback about specific behaviors that have been taught; Plan activities whereby students must follow oral directions to create simple crafts/products; Play recordings and have students listen for a specific purpose, such as summarizing or making connections; Using a simple graphic organizer while listening will help students focus on the purpose; Read aloud quality fiction and nonfiction picture books that promote vocabulary development.</p>

Anchor Standards for Speaking and Listening

COMPREHENSION AND COLLABORATION	
NJSLSA.W1	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.W2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
NJSLSA.W3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
PRESENTATION OF KNOWLEDGE AND IDEAS	
NJSLSA.W4	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.W5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
NJSLSA.W6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

L.3 Language	
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.3.1) <input type="checkbox"/> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.3.2). <input type="checkbox"/> Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.3.3.) <input type="checkbox"/> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade appropriate reading and content, choosing flexibly from an array of strategies. (L.3.4.) <input type="checkbox"/> Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (L.3.5.) <input type="checkbox"/> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (L.3.6) 	
<p><u>Essential Questions</u> Why do we follow rules of language?</p>	<p><u>Enduring Understandings</u> Rules, or conventions of language, help readers understand what the author is communicating.</p>
<p><u>Suggested Activities and Resources</u> (in addition to guided reading and leveled materials) Create a simple checklist that students will use to edit their work (four or five appropriate skills); Keep checklists and reference tools in a writing center; Students edit sample essays and stories. Work in groups or pairs at first; Use interactive mini lessons to directly instruct students about standard English conventions; Use daily focused editing practice as a warm-up activity.</p>	<p><u>Suggested Assessments</u> Include “Use of Conventions” as an element of every scoring rubric; Keep track of which students have mastered certain skills on the clipboard/chart kept for writing workshop; Evaluate daily warm-ups.</p>

Anchor Standards for Language

CONVENTIONS OF STANDARD ENGLISH	
NJSLSA.W1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
NJSLSA.W2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
KNOWLEDGE OF LANGUAGE	
NJSLSA.W3	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.W4	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.W5	Demonstrate understanding of word relationships and nuances in word meanings.
NJSLSA.W6	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.