

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

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## Grade 3 – Unit 4: Conducting Research

### Rationale

Unit 4 builds upon Unit 3 as students continue reading and responding to literature and informational text. The focus for writing in this unit is conducting short research projects about a topic. Knowledge gained from reading informational text supports the students as they conduct research about a topic. Reading foundational skills are embedded into the unit as students apply grade-level phonics and word analysis skills to decode and encode words and read grade level text with purpose and understanding. Speaking and listening standards and language standards are infused within the unit as students learn to engage in collaborative conversations about literature and apply grammatical skills when reporting their research findings.

### Grade 3 – Unit 4, Module A

<b>Standard</b>	<b>Student Learning Objectives</b> <b>We are learning to... / We are learning that...</b>
<b>RI.3.4.</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	<ul style="list-style-type: none"><li>▪ distinguish literal from nonliteral language</li></ul>
<b>RI.3.9.</b> 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).	<ul style="list-style-type: none"><li>▪ compare and contrast the central message of stories written by the same author about the same or similar characters (e.g., in books from a series)</li><li>▪ reflect on the central message of stories written by the same author about the same or similar characters (e.g., in books from a series)</li></ul>
<b>RI.3.2.</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.	<ul style="list-style-type: none"><li>▪ explain how the key details support the main idea</li></ul>
<b>RI.3.3.</b> 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.	<ul style="list-style-type: none"><li>▪ describe how a series of scientific ideas or concepts are related, using words that show time, sequence, and cause/effect</li></ul>
<b>RI.3.4.</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	<ul style="list-style-type: none"><li>▪ determine the meaning of general academic in a text relevant to a grade 3 topic or subject area</li><li>▪ determine the meaning of domain-specific words or phrases in a text relevant to a grade 3 topic or subject area</li></ul>

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Standard	Student Learning Objectives We are learning to... / We are learning that...
<b>RI.3.5.</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<ul style="list-style-type: none"> <li>▪ use search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently</li> </ul>
<b>RI.3.8.</b> 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.	<ul style="list-style-type: none"> <li>▪ describe the logical connection between particular sentences and paragraphs in a text</li> </ul>
<b>RI.3.9.</b> 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.	<ul style="list-style-type: none"> <li>▪ we can compare, contrast and reflect on the most important points and key details presented in two texts on the same topic</li> <li>▪ compare and contrast <del>on</del> the most important points and key details presented in two texts on the same topic</li> <li>▪ reflect on the key details and the most important points presented in two texts on the same topic</li> </ul>
<b>RI.3.10.</b> By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	<ul style="list-style-type: none"> <li>▪ comprehend third grade literary nonfiction with scaffolding as needed</li> </ul>
<b>SL.3.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	<ul style="list-style-type: none"> <li>▪ ask questions to check understanding of information presented and ask questions to stay on topic</li> <li>▪ link our comments to the remarks of others</li> </ul>
<b>SL.3.4</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	<ul style="list-style-type: none"> <li>▪ report on a topic or text with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace</li> </ul>
<b>SL.3.5.</b> Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	<ul style="list-style-type: none"> <li>▪ add visual displays when appropriate to emphasize or enhance certain facts or details</li> </ul>

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## Grade 3 – Unit 4, Module B

Standard	Student Learning Objectives We are learning to... / We are learning that...
<b>W.3.5.</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	<ul style="list-style-type: none"> <li>▪ develop and strengthen writing as needed by revising with guidance and support from peers and adults</li> <li>▪ develop and strengthen writing as needed by editing guidance and support from peers and adults</li> </ul>
<b>W.3.7.</b> Conduct short research projects that build knowledge about a topic.	<ul style="list-style-type: none"> <li>▪ conduct short research projects that build knowledge about a topic</li> </ul>
<b>L.3.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	<ul style="list-style-type: none"> <li>▪ the use of conventions of standard English grammar and usage help to communicate ideas effectively when writing or speaking</li> <li>▪ demonstrate command of the conventions of standard English grammar and usage when writing or speaking</li> <li>▪ the parts of speech serve different functions within a sentence</li> <li>▪ explain the function of nouns and pronouns in general and their functions in particular sentences</li> <li>▪ explain the function of verbs in general and their functions in particular sentences</li> <li>▪ explain the function of adjectives, and adverbs in general and their functions in particular sentences</li> </ul>
<b>L.3.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	<ul style="list-style-type: none"> <li>▪ formulate and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified</li> </ul>
<b>L.3.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. H. Use coordinating and subordinating conjunctions.	<ul style="list-style-type: none"> <li>▪ use coordinating and subordinating conjunctions</li> </ul>
<b>L.3.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. I. Produce simple, compound, and complex sentences.	<ul style="list-style-type: none"> <li>▪ produce simple, compound, and complex sentences</li> </ul>

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Standard	Student Learning Objectives We are learning to... / We are learning that...
<p><b>L.3.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>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>).</p>	<ul style="list-style-type: none"> <li>▪ use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)</li> </ul>
<p><b>L.3.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>▪ use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words</li> </ul>
<p><b>L.3.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<ul style="list-style-type: none"> <li>▪ use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases</li> </ul>
<p><b>L.3.5.</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings</p> <p>A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p>	<ul style="list-style-type: none"> <li>▪ figurative language, word relationships and nuances contribute to the meaning of a text</li> <li>▪ demonstrate understanding of figurative language</li> <li>▪ demonstrate understanding of word relationships and nuances in word meanings</li> <li>▪ distinguish the literal and nonliteral meanings of words and phrases in context</li> </ul>
<p><b>L.3.5.</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p>	<ul style="list-style-type: none"> <li>▪ distinguish shades of meaning among related words that describe states of mind or degrees of certainty</li> </ul>