

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

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Grade 3 – Unit 3: Informative / Explanatory Writing

Rationale

Unit 3 builds upon Unit 2 as students continue reading and responding to literature and informational text. The focus for writing in this unit is informative/explanatory writing. Students are now using the knowledge gained about text structure and organization of informational text to develop their own informative/explanatory writing pieces. Reading foundational skills are embedded into the unit as students apply grade-level phonics and word analysis skills to decode and encode words and read grade level text with purpose and understanding. Speaking and listening standards and language standards are infused within the unit as students learn to engage in collaborative conversations about literature and apply grammatical skills to their informative/explanatory writing.

Grade 3 – Unit 3, Module A

Standard	Student Learning Objectives We are learning to... / We are learning that...
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.	<ul style="list-style-type: none"> ▪ recall stories, including fables, folktales, and myths from diverse cultures ▪ determine the lesson or moral of the text
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	<ul style="list-style-type: none"> ▪ describe how each part of the story builds on earlier sections when referring to parts of stories, dramas, and poems
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)	<ul style="list-style-type: none"> ▪ compare and contrast the theme, lesson and/or moral of stories written by the same author about the same or similar characters (e.g., in books from a series) ▪ compare and contrast the plots of stories written by the same author about the same or similar characters (e.g., in books from a series) ▪ compare and contrast the settings written by the same author about the same or similar characters (e.g., in books from a series)
RF.3.4. Read with sufficient accuracy and fluency to support comprehension. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<ul style="list-style-type: none"> ▪ use context to confirm or self-correct word recognition and understanding, rereading as necessary

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Grade 3 – Unit 3, Module B

Standard	Student Learning Objectives We are learning to... / We are learning that...
RI.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<ul style="list-style-type: none"> ▪ make relevant connections to demonstrate understanding of a text
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.	<ul style="list-style-type: none"> ▪ describe how a series of historical events are related, using words that show time, sequence, and cause/effect ▪ describe how a series of steps in technical procedures in a text, are related using words that show time, sequence, and cause/effect
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.	<ul style="list-style-type: none"> ▪ determine the meaning of general academic in a text relevant to a grade 3 topic or subject area ▪ determine the meaning of domain-specific words or 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.	<ul style="list-style-type: none"> ▪ use text features to locate information relevant to a given topic efficiently ▪ to use 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.	<ul style="list-style-type: none"> ▪ the author of a text has a point of view ▪ we can have the same or different point of view as the author ▪ distinguish our own point of view from that of the author of a text
SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i> , building on others’ ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.	<ul style="list-style-type: none"> ▪ engage effectively in a range of collaborative discussions (one-on-one) with diverse partners on grade 3 topics and texts ▪ engage effectively in a range of collaborative discussions (in groups) with diverse partners on <i>grade 3 topics and texts</i>, building on others’ ideas and expressing their own clearly ▪ explicitly draw on previously read text or other material/information known about the topic to explore ideas under discussion

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<p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>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).</p>	<ul style="list-style-type: none"> ▪ 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)
<p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>D. Explain their own ideas and understanding in light of the discussion.</p>	<ul style="list-style-type: none"> ▪ explain our own ideas and understanding in light of a discussion
<p>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.</p>	<ul style="list-style-type: none"> ▪ determine the main ideas and supporting details of information presented in diverse media and formats, including visually, (needs definition of quantitatively) and orally
<p>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.</p>	<ul style="list-style-type: none"> ▪ report on a topic or text with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace
<p>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.</p>	<ul style="list-style-type: none"> ▪ multimedia can be used to demonstrate reading at an understandable pace ▪ use multimedia to demonstrate fluid reading at an understandable pace ▪ add visual displays when appropriate to emphasize or enhance certain facts or details

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Grade 3 – Unit 3, Module C

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>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.</p>	<ul style="list-style-type: none"> ▪ informative/explanatory writing genre has its own purpose, organization and development ▪ write informative/explanatory texts to examine a topic ▪ write informative/explanatory texts to convey ideas and information clearly ▪ introduce a topic and group related information together ▪ include text features to support comprehension
<p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly B. Develop the topic with facts, definitions, and details.</p>	<ul style="list-style-type: none"> ▪ develop the topic with facts, definitions, and details
<p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p>	<ul style="list-style-type: none"> ▪ use linking words and phrases to connect ideas within categories of information. (e.g., <i>also, another and, more, but</i>)
<p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. D. Provide a conclusion.</p>	<ul style="list-style-type: none"> ▪ provide a conclusion
<p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<ul style="list-style-type: none"> ▪ you can make writing stronger by revising and editing ▪ develop and strengthen writing as needed by revising with guidance and support from peers and adults ▪ develop and strengthen writing as needed by editing with guidance and support from peers and adults
<p>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.</p>	<ul style="list-style-type: none"> ▪ use technology to interact and collaborate with others with guidance and support from adults

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Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p>	<ul style="list-style-type: none"> ▪ explain the function of nouns and pronouns in general and their functions in particular sentences ▪ explain the function of verbs in general and their functions in particular sentences ▪ explain the function of adjectives, and adverbs in general and their functions in particular sentences
<p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>D. Form and use regular and irregular verbs.</p>	<ul style="list-style-type: none"> ▪ formulate and use regular and irregular verbs
<p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>E. Form and use the simple (e.g., <i>I walked</i>; <i>I walk</i>; <i>I will walk</i>) verb tenses.</p>	<ul style="list-style-type: none"> ▪ formulate and use the simple (e.g., <i>I walked</i>; <i>I walk</i>; <i>I will walk</i>) verb tenses
<p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>F. Ensure subject-verb and pronoun-antecedent agreement.</p>	<ul style="list-style-type: none"> ▪ ensure subject-verb and pronoun-antecedent agreement
<p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>D. Form and use possessives.</p>	<ul style="list-style-type: none"> ▪ formulate and use possessives
<p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>B. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p>	<ul style="list-style-type: none"> ▪ identify real-life connections between words and their use