

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

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Grade 3 – Unit 2: Opinion Writing

Rationale

Unit 2 builds upon Unit 1 as students continue reading and responding to literature and informational text. The focus for writing in this unit is opinion writing. Students are learning the text structure and organization of informational text. Students will use knowledge gained from informational text to demonstrate an understanding of a concept or topic. They will then use the information gained to formulate an opinion about that concept or 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 to their opinion writing.

Grade 3 – Unit 2, Module A

Standard	Student Learning Objectives We are learning to... / We are learning that...
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.	<ul style="list-style-type: none">refer only to the text to support connections
RL.3.4. 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">strategies to determine the meaning of words and phrases in the text
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).	<ul style="list-style-type: none">explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story

Grade 3 – Unit 2, 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">refer explicitly to the text as the basis for the answers

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Standard	Student Learning Objectives We are learning to... / We are learning that...
RI.3.2 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"> ▪ recount the key details from the text
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 ▪ use search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently
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.	<ul style="list-style-type: none"> ▪ 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.	<ul style="list-style-type: none"> ▪ we can 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 ▪ compare and contrast on the most important points and key details presented in two texts on the same topic

Grade 3 – Unit 2, Module C

Standard	Student Learning Objectives We are learning to... / We are learning that...
RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. Read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> ▪ read grade-appropriate irregularly spelled words
RF.3.4. Read with sufficient accuracy and fluency to support comprehension. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	<ul style="list-style-type: none"> ▪ read prose and poetry orally with accuracy, appropriate rate, and appropriate expression

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Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>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.</p>	<ul style="list-style-type: none"> ▪ write opinion pieces on topics or texts ▪ opinion pieces have their own purpose, organization and development ▪ support a point of view with reasons ▪ introduce the topic or text we are writing about ▪ state an opinion ▪ create an organizational structure that lists and provides reasons that support the opinion
<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons B. Provide reasons that support the opinion.</p>	<ul style="list-style-type: none"> ▪ provide reasons that support the opinion
<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons. C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p>	<ul style="list-style-type: none"> ▪ words and phrases are used to link opinions and reasons, (because, therefore, since, for example.) ▪ use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons
<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons 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"> ▪ develop and strengthen writing as needed by planning with guidance and support from peers and adults ▪ 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 ▪ you can make writing stronger by planning, revising and editing
<p>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.</p>	<ul style="list-style-type: none"> ▪ recall information from experiences ▪ gather information from print and digital sources ▪ take brief notes on sources ▪ sort evidence into provided categories

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

Standard	Student Learning Objectives We are learning to... / We are learning that...
L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. B. Form and use regular and irregular plural nouns.	<ul style="list-style-type: none"> ▪ there is a difference between regular and irregular plural nouns ▪ formulate and use regular and irregular plural nouns
L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. C. Use abstract nouns (e.g., <i>childhood</i>).	<ul style="list-style-type: none"> ▪ use abstract nouns (e.g., <i>childhood</i>)
L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Capitalize appropriate words in titles.	<ul style="list-style-type: none"> ▪ capitalize appropriate words in titles
L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. B. Use commas in addresses.	<ul style="list-style-type: none"> ▪ use commas in addresses
L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. C. Use commas and quotation marks in dialogue.	<ul style="list-style-type: none"> ▪ use commas and quotation marks in dialogue
L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<ul style="list-style-type: none"> ▪ consult reference materials, including beginning dictionaries, as needed to check and correct spellings
L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Choose words and phrases for effect.	<ul style="list-style-type: none"> ▪ use knowledge of language and its conventions when writing, speaking, reading, listening ▪ choose words and phrases for effect
L.3.4. 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. A. Use sentence-level context as a clue to the meaning of a word or phrase.	<ul style="list-style-type: none"> ▪ it is important to determine or clarify the meaning of unknown words and multiple meaning words and phrases when reading ▪ determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade 3 reading and content choosing from various strategies ▪ use sentence-level context as a clue to the meaning of a word or phrase

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<p>L.3.4. 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. C. Use a known root word as a clue to the meaning of an unknown word with the same root.</p>	<ul style="list-style-type: none"> ▪ use a known root word as a clue to the meaning of an unknown word with the same root
<p>L.3.4. 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. 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"> ▪ use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases
<p>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., <i>take steps</i>).</p>	<ul style="list-style-type: none"> ▪ figurative language, word relationships and nuances contribute to the meaning of a text ▪ demonstrate understanding of figurative language