Main Criteria: Adventures in Writing

Secondary Criteria: New Jersey Student Learning Standards

Subject: Language Arts
Grade: 3

# **Adventures in Writing**

Benjamin Franklin's Lightning Rod

# New Jersey Student Learning Standards Language Arts

Grade 3 - Adopted: 2016

CONTENT AREA / STANDARD

STRAND

NJSLSA. Anchor Standards: Reading

R.

| STRAND                         |                 | Key Ideas and Details  |
|--------------------------------|-----------------|--|
| CONTENT<br>STATEMENT           | NJSLSA.<br>R2.  | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.   |
| CONTENT<br>STATEMENT           | NJSLSA.<br>R3.  | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.   |
| CONTENT<br>AREA /<br>STANDARD  | NJSLSA.<br>R.   | Anchor Standards: Reading  |
| STRAND                         |                 | Craft and Structure  |
| CONTENT<br>STATEMENT           | NJSLSA.<br>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.    |
| CONTENT<br>STATEMENT           | NJSLSA.<br>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. |
| CONTENT<br>AREA /<br>STANDARD  | NJSLSA.<br>R.   | Anchor Standards: Reading  |
| STRAND                         |                 | Range of Reading and Level of Text Complexity  |
| CONTENT<br>STATEMENT           | NJSLSA.<br>R10. | Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.  |
| CONTENT<br>AREA /<br>ST ANDARD | NJSLSA.<br>W.   | Anchor Standards: Writing  |
| STRAND                         |                 | Text Types and Purposes  |
| CONTENT<br>STATEMENT           | NJSLSA.<br>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.         |
| CONTENT<br>AREA /<br>STANDARD  | NJSLSA.<br>W.   | Anchor Standards: Writing  |
|                                |                 |  |

**Production and Distribution of Writing** 

| CONTENT<br>STATEMENT          | NJSLSA.<br>W4.  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   |
|-------------------------------|-----------------|--|
| CONTENT<br>STATEMENT          | NJSLSA.<br>W5.  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>W6.  | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>W.   | Anchor Standards: Writing  |
| STRAND                        |                 | Research to Build and Present Knowledge  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>W9.  | Draw evidence from literary or informational texts to support analysis, reflection, and research.  |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>W.   | Anchor Standards: Writing  |
| STRAND                        |                 | Range of Writing   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.        |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>SL.  | Anchor Standards: Speaking and Listening   |
| STRAND                        |                 | Comprehension and Collaboration  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.               |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>SL.  | Anchor Standards: Speaking and Listening   |
| STRAND                        |                 | Presentation of Knowledge and Ideas  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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. |
| CONTENT<br>STATEMENT          | NJSLSA.<br>SL6. | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.L        | Anchor Standards: Language   |
| STRAND                        |                 | Conventions of Standard English  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>L1.  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |

| CONTENT<br>STATEMENT          | NJSLSA.<br>L2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
|-------------------------------|----------------|---|
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.L       | Anchor Standards: Language  |
| STRAND                        |                | Knowledge of Language   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.   |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.L       | - Anchor Standards: Language  |
| STRAND                        |                | Vocabulary Acquisition and Use  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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. |
| CONTENT<br>AREA /<br>STANDARD | NJ.RI.3.       | Progress Indicators for Reading Informational Text  |
| STRAND                        |                | Key Ideas and Details   |
| CONTENT<br>STATEMENT          | RI.3.2.        | Determine the main idea of a text; recount the key details and explain how they support the main idea.  |
| CONTENT<br>AREA /<br>STANDARD | NJ.RI.3.       | Progress Indicators for Reading Informational Text  |
| STRAND                        |                | Craft and Structure   |
| CONTENT<br>STATEMENT          | 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.  |
| CONTENT<br>AREA /<br>STANDARD | NJ.RI.3.       | Progress Indicators for Reading Informational Text  |
| STRAND                        |                | Integration of Knowledge and Ideas  |
| CONTENT<br>STATEMENT          | 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).   |
| CONTENT<br>STATEMENT          | 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.   |
| CONTENT<br>AREA /<br>STANDARD | NJ.RF.3.       | Progress Indicators for Reading Foundational Skills   |
|                               |                |   |
| STRAND                        |                | Fluency   |

| CONTENT<br>STATEMENT   | RF.3.4.                 | Read with sufficient accuracy and fluency to support comprehension.  |
|--|-------------------------|--|
| CUMULATIVE<br>PROGRESS<br>INDICATOR  | RF.3.4.A.               | Read grade-level text with purpose and understanding.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR  | RF.3.4.C.               | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.   |
| CONTENT<br>AREA /<br>STANDARD  | NJ.W.3.                 | Progress Indicators for Writing  |
| STRAND   |                         | Text Types and Purposes  |
| CONTENT<br>STATEMENT   | W.3.2.                  | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR  | W.3.2.A.                | Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR  | W.3.2.B.                | Develop the topic with facts, definitions, and details.  |
| CONTENT<br>AREA /<br>STANDARD  | NJ.W.3.                 | Progress Indicators for Writing  |
|  |                         |  |
| STRAND   |                         | Production and Distribution of Writing   |
| STRAND  CONTENT STATEMENT  | W.3.4.                  | Production and Distribution of Writing  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.)  |
| CONTENT  | W.3.4.<br>W.3.5.        | With guidance and support from adults, produce writing in which the development and organization are appropriate to  |
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| CONTENT STATEMENT  CONTENT STATEMENT  CONTENT STATEMENT  CONTENT AREA / STAND  CONTENT STATEMENT  CONTENT STATEMENT  CONTENT STATEMENT | W.3.5.  W.3.6.  NJ.W.3. | 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.)  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.  Progress Indicators for Writing  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. |

| CONTENT<br>STATEMENT                | 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. |
|-------------------------------------|-----------|--|
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.A. | Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.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).                          |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.C. | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.D. | Explain their own ideas and understanding in light of the discussion.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.SL.3.  | Progress Indicators for Speaking and Listening   |
| STRAND                              |           | Comprehension and Collaboration  |
| CONTENT<br>STATEMENT                | 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.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.SL.3.  | Progress Indicators for Speaking and Listening   |
| STRAND                              |           | Presentation of Knowledge and Ideas  |
| CONTENT<br>STATEMENT                | 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.  |
| CONTENT<br>STATEMENT                | SL.3.6.   | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.   | Progress Indicators for Language   |
| STRAND                              |           | Conventions of Standard English  |
| CONTENT<br>STATEMENT                | L.3.1.    | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.1.A.  | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.1.H.  | Use coordinating and subordinating conjunctions.   |

| CONTENT         |
|-----------------|
| AREA /          |
| <b>STANDARD</b> |

## NJ.L.3. Progress Indicators for Language

| STRAND                              |          | Conventions of Standard English   |
|-------------------------------------|----------|---|
| CONTENT<br>STATEMENT                | L.3.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.2.A. | Capitalize appropriate words in titles.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.2.E. | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).                 |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.2.F. | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language  |
| STRAND                              |          | Knowledge of Language   |
| CONTENT<br>STATEMENT                | L.3.3.   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.3.A. | Choose words and phrases for effect.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language  |
| STRAND                              |          | Vocabulary Acquisition and Use  |
| CONTENT<br>STATEMENT                | 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. |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.4.A. | Use sentence-level context as a clue to the meaning of a word or phrase.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language  |
| STRAND                              |          | Vocabulary Acquisition and Use  |
| CONTENT<br>STATEMENT                | L.3.5.   | Demonstrate understanding of figurative language, word relationships and nuances in word meanings.  |
| CUMULATIVE                          | L.3.5.A. | Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).   |

## CONTENT AREA / STANDARD

PROGRESS INDICATOR

NJ.L.3. Progress Indicators for Language

| STRAND                        |                 | Vocabulary Acquisition and Use   |
|-------------------------------|-----------------|--|
| CONTENT<br>STATEMENT          | 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). |
|                               |                 | Dolphins   |
|                               |                 | New Jersey Student Learning Standards  |
|                               |                 | Language Arts  |
|                               |                 | Grade 3 - Adopted: 2016  |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>R.   | Anchor Standards: Reading  |
| STRAND                        |                 | Key Ideas and Details  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>R2.  | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>R3.  | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.   |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>R.   | Anchor Standards: Reading  |
| STRAND                        |                 | Craft and Structure  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.  |
| CONTENT<br>STATEMENT          |                 | 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.   |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>R.   | Anchor Standards: Reading  |
| STRAND                        |                 | Range of Reading and Level of Text Complexity  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>R10. | Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.  |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>W.   | Anchor Standards: Writing  |
| STRAND                        |                 | Text Types and Purposes  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.   |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>W.   | Anchor Standards: Writing  |

| STRAND   |   | Production and Distribution of Writing  |
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| CONTENT<br>STATEMENT   | NJSLSA.<br>W4.                                      | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| CONTENT<br>STATEMENT   | NJSLSA.<br>W5.                                      | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
| CONTENT<br>STATEMENT   | NJSLSA.<br>W6.                                      | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.   |
| CONTENT<br>AREA /<br>STANDARD  | NJSLSA.<br>W.                                       | Anchor Standards: Writing   |
| STRAND   |   | Range of Writing  |
| CONTENT<br>STATEMENT   | NJSLSA.<br>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.   |
| CONTENT<br>AREA /<br>STANDARD  | NJSLSA.<br>SL.                                      | Anchor Standards: Speaking and Listening  |
| STRAND   |   | Comprehension and Collaboration   |
| CONTENT<br>STATEMENT   | NJSLSA.<br>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.  |
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| CONTENT<br>AREA /<br>STANDARD  | NJSLSA.<br>SL.                                      | Anchor Standards: Speaking and Listening  |
| AREA /   |   | Anchor Standards: Speaking and Listening  Presentation of Knowledge and Ideas   |
| AREA /<br>STANDARD   |   |   |
| ST RAND  CONTENT   | SL.  NJSLSA.  | Presentation of Knowledge and Ideas  Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the  |
| ST RAND  CONTENT STATEMENT  CONTENT  | NJSLSA. SL4.  NJSLSA. SL6.                          | Presentation of Knowledge and Ideas  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.  Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when  |
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| CONTENT<br>STATEMENT                | NJSLSA.<br>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.   |
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| CONTENT<br>AREA /<br>STANDARD       | NJSLSA.L       | Anchor Standards: Language  |
| STRAND                              |                | Vocabulary Acquisition and Use  |
| CONTENT<br>STATEMENT                | NJSLSA.<br>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.   |
| CONTENT                             | NJSLSA.<br>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. |
| CONTENT<br>AREA /<br>STANDARD       | NJ.RI.3.       | Progress Indicators for Reading Informational Text  |
| STRAND                              |                | Key Ideas and Details   |
| CONTENT<br>STATEMENT                | RI.3.2.        | Determine the main idea of a text; recount the key details and explain how they support the main idea.  |
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| STRAND                              |                | Craft and Structure   |
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| CONTENT<br>STATEMENT                | 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.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.RF.3.       | Progress Indicators for Reading Foundational Skills   |
| STRAND                              |                | Phonics and Word Recognition  |
| CONTENT<br>STATEMENT                | RF.3.3.        | Know and apply grade-level phonics and word analysis skills in decoding and encoding words.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | RF.3.3.A.      | Identify and know the meaning of the most common prefixes and derivational suffixes.  |

| CUMULATIVE<br>PROGRESS<br>INDICATOR   | RF.3.3.B.            | Decode words with common Latin suffixes.   |
|---|----------------------|--|
| CONTENT<br>AREA /<br>STANDARD   | NJ.RF.3.             | Progress Indicators for Reading Foundational Skills  |
| STRAND  |                      | Fluency  |
| CONTENT<br>STATEMENT  | RF.3.4.              | Read with sufficient accuracy and fluency to support comprehension.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR   | RF.3.4.A.            | Read grade-level text with purpose and understanding.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR   | RF.3.4.C.            | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.   |
| CONTENT<br>AREA /<br>STANDARD   | NJ.W.3.              | Progress Indicators for Writing  |
| STRAND  |                      | Text Types and Purposes  |
| CONTENT   | W.3.2.               |  |
| STATEMENT   | VV.3.2.              | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR   | W.3.2.A.             | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.                |
| CUMULATIVE<br>PROGRESS  |                      | Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions)  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR<br>CUMULATIVE<br>PROGRESS   | W.3.2.A.             | Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.  |
| CUMULATIVE PROGRESS INDICATOR  CUMULATIVE PROGRESS INDICATOR  CUMULATIVE PROGRESS INDICATOR  CONTENT AREA /   | W.3.2.A.<br>W.3.2.B. | Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.  Develop the topic with facts, definitions, and details.   |
| CUMULATIVE PROGRESS INDICATOR  CUMULATIVE PROGRESS INDICATOR  CUMULATIVE PROGRESS INDICATOR  CUMULATIVE PROGRESS INDICATOR                          | W.3.2.A. W.3.2.B.    | Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.  Develop the topic with facts, definitions, and details.  Provide a conclusion.                                  |
| CUMULATIVE PROGRESS INDICATOR  CUMULATIVE PROGRESS INDICATOR  CUMULATIVE PROGRESS INDICATOR  COMULATIVE PROGRESS INDICATOR  CONTENT AREA / STANDARD | W.3.2.A. W.3.2.B.    | Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.  Develop the topic with facts, definitions, and details.  Provide a conclusion.  Progress Indicators for Writing |

| STRAND                        |         | Production and Distribution of Writing  |
|-------------------------------|---------|---|
| CONTENT<br>STATEMENT          | 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.) |
| CONTENT<br>STATEMENT          | W.3.5.  | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.   |
| CONTENT<br>STATEMENT          | 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.  |
| CONTENT<br>AREA /<br>STANDARD | NJ.W.3. | Progress Indicators for Writing   |

| STRAND                              |           | Range of Writing  |
|-------------------------------------|-----------|---|
| CONTENT<br>STATEMENT                | 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. |
| CONTENT<br>AREA /<br>STANDARD       | NJ.SL.3.  | Progress Indicators for Speaking and Listening  |
| STRAND                              |           | Comprehension and Collaboration   |
| CONTENT<br>STATEMENT                | 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.                                  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.A. | Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.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).   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.C. | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.D. | Explain their own ideas and understanding in light of the discussion.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.SL.3.  | Progress Indicators for Speaking and Listening  |
| STRAND                              |           | Comprehension and Collaboration   |
| CONTENT<br>STATEMENT                | 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.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.SL.3.  | Progress Indicators for Speaking and Listening  |
| STRAND                              |           | Presentation of Knowledge and Ideas   |
| CONTENT<br>STATEMENT                | 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.   |
| CONTENT<br>STATEMENT                | SL.3.6.   | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.   | Progress Indicators for Language  |
| STRAND                              |           | Conventions of Standard English   |
| CONTENT<br>STATEMENT                | L.3.1.    | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |

| CUMULATIVE<br>PROGRESS<br>INDICATOR                    | L.3.1.A.               | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  |
|--|------------------------|--|
| CUMULATIVE<br>PROGRESS<br>INDICATOR                    | L.3.1.D.               | Form and use regular and irregular verbs.  |
| CONTENT<br>AREA /<br>ST ANDARD                         | NJ.L.3.                | Progress Indicators for Language   |
| STRAND   |                        | Conventions of Standard English  |
| CONTENT<br>STATEMENT                                   | L.3.2.                 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR                    | L.3.2.A.               | Capitalize appropriate words in titles.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR                    | L.3.2.E.               | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR                    | L.3.2.F.               | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.                                      |
| CONTENT<br>AREA /<br>STANDARD                          | NJ.L.3.                | Progress Indicators for Language   |
| STRAND   |                        | Knowledge of Language  |
|  |                        |  |
| CONTENT<br>STATEMENT                                   | L.3.3.                 | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   |
|  | <b>L.3.3.</b> L.3.3.A. | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Choose words and phrases for effect.   |
| CUMULATIVE PROGRESS                                    |                        |  |
| CUMULATIVE PROGRESS INDICATOR  CONTENT AREA /          | L.3.3.A.               | Choose words and phrases for effect.   |
| CUMULATIVE PROGRESS INDICATOR  CONTENT AREA / STANDARD | L.3.3.A.               | Choose words and phrases for effect.  Progress Indicators for Language   |
| CONTENT AREA / STAND CONTENT                           | L.3.3.A.  NJ.L.3.      | Choose words and phrases for effect.  Progress Indicators for Language  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade |

| CONTENT         |
|-----------------|
| AREA /          |
| <b>STANDARD</b> |

#### NJ.L.3. **Progress Indicators for Language**

| STRAND                              |          | Vocabulary Acquisition and Use  |
|-------------------------------------|----------|---|
| CONTENT<br>STATEMENT                | L.3.5.   | Demonstrate understanding of figurative language, word relationships and nuances in word meanings.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.5.A. | Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). |

#### CONTENT AREA / STANDARD

### NJ.L.3. Progress Indicators for Language

| STRAND               |        | Vocabulary Acquisition and Use   |
|----------------------|--------|--|
| CONTENT<br>STATEMENT | 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). |

# Hagia Sophia

# New Jersey Student Learning Standards Language Arts

Grade 3 - Adopted: 2016

CONTENT AREA / **STANDARD**  NJSLSA. Anchor Standards: Reading

| STRAND               |                | Key Ideas and Details  |
|----------------------|----------------|--|
| CONTENT<br>STATEMENT | NJSLSA.<br>R2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| CONTENT<br>STATEMENT | NJSLSA.<br>R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.                         |
| CONTENT<br>AREA /    | NJSLSA.<br>R.  | Anchor Standards: Reading  |

# AREA / **STANDARD**

| STRAND               |                | Craft and Structure  |
|----------------------|----------------|--|
| CONTENT<br>STATEMENT | NJSLSA.<br>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.    |
| CONTENT<br>STATEMENT | NJSLSA.<br>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. |

#### CONTENT AREA / **STANDARD**

NJSLSA. Anchor Standards: Reading

R.

| STRAND               |                 | Range of Reading and Level of Text Complexity   |
|----------------------|-----------------|---|
| CONTENT<br>STATEMENT | NJSLSA.<br>R10. | Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. |

| CONTENT         |
|-----------------|
| AREA /          |
| <b>STANDARD</b> |

NJSLSA. Anchor Standards: Writing W.

| STRAND                        |                 | Text Types and Purposes  |
|-------------------------------|-----------------|--|
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.                   |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>W.   | Anchor Standards: Writing  |
| STRAND                        |                 | Production and Distribution of Writing   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>W4.  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>W5.  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>W6.  | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>W.   | Anchor Standards: Writing  |
| STRAND                        |                 | Range of Writing   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.        |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>SL.  | Anchor Standards: Speaking and Listening   |
| STRAND                        |                 | Comprehension and Collaboration  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.               |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>SL.  | Anchor Standards: Speaking and Listening   |
| STRAND                        |                 | Presentation of Knowledge and Ideas  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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. |
| CONTENT<br>STATEMENT          | NJSLSA.<br>SL6. | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.L        | Anchor Standards: Language   |
| STRAND                        |                 | Conventions of Standard English  |

| CONTENT<br>STATEMENT          | NJSLSA.<br>L1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
|-------------------------------|----------------|---|
| CONTENT<br>STATEMENT          | NJSLSA.<br>L2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing   |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.L       | Anchor Standards: Language  |
| STRAND                        |                | Knowledge of Language   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.   |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.L       | Anchor Standards: Language  |
| STRAND                        |                | Vocabulary Acquisition and Use  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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. |
| CONTENT<br>AREA /<br>STANDARD | NJ.RI.3.       | Progress Indicators for Reading Informational Text  |
| STRAND                        |                | Key Ideas and Details   |
| CONTENT<br>STATEMENT          | RI.3.2.        | Determine the main idea of a text; recount the key details and explain how they support the main idea.  |
| CONTENT<br>AREA /<br>STANDARD | NJ.RI.3.       | Progress Indicators for Reading Informational Text  |
| STRAND                        |                | Craft and Structure   |
| CONTENT<br>STATEMENT          | RI.3.4.        | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade topic or subject area.  |
| CONTENT<br>AREA /<br>STANDARD | NJ.RI.3.       | Progress Indicators for Reading Informational Text  |
|                               |                | Integration of Knowledge and Ideas  |
| STRAND                        |                | integration of Knowledge and Ideas  |
| STRAND  CONTENT STATEMENT     | 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).   |

## NJ.RF.3. Progress Indicators for Reading Foundational Skills

| STRAND                              |           | Phonics and Word Recognition  |
|-------------------------------------|-----------|---|
| CONTENT<br>STATEMENT                | RF.3.3.   | Know and apply grade-level phonics and word analysis skills in decoding and encoding words.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | RF.3.3.A. | Identify and know the meaning of the most common prefixes and derivational suffixes.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | RF.3.3.B. | Decode words with common Latin suffixes.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.RF.3.  | Progress Indicators for Reading Foundational Skills   |
| STRAND                              |           | Fluency   |
| CONTENT<br>STATEMENT                | RF.3.4.   | Read with sufficient accuracy and fluency to support comprehension.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | RF.3.4.A. | Read grade-level text with purpose and understanding.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | RF.3.4.C. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.   | Progress Indicators for Writing   |
| STRAND                              |           | Text Types and Purposes   |
| CONTENT<br>STATEMENT                | W.3.2.    | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | W.3.2.A.  | Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | W.3.2.B.  | Develop the topic with facts, definitions, and details.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | W.3.2.D.  | Provide a conclusion.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.   | Progress Indicators for Writing   |
| STRAND                              |           | Production and Distribution of Writing  |

| CONTENT<br>STATEMENT                | 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.)                           |
|-------------------------------------|-----------|---|
| CONTENT<br>STATEMENT                | W.3.5.    | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.   |
| CONTENT<br>STATEMENT                | 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.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.   | Progress Indicators for Writing   |
| STRAND                              |           | Range of Writing  |
| CONTENT<br>STATEMENT                | 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. |
| CONTENT<br>AREA /<br>STANDARD       | NJ.SL.3.  | Progress Indicators for Speaking and Listening  |
| STRAND                              |           | Comprehension and Collaboration   |
| CONTENT<br>STATEMENT                | 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.                                  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.A. | Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.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).   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.C. | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.D. | Explain their own ideas and understanding in light of the discussion.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.SL.3.  | Progress Indicators for Speaking and Listening  |
| STRAND                              |           | Comprehension and Collaboration   |
| CONTENT<br>STATEMENT                | 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.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.SL.3.  | Progress Indicators for Speaking and Listening  |
| STRAND                              |           | Presentation of Knowledge and Ideas   |
|                                     |           |   |

| CONTENT<br>STATEMENT                | 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. |
|-------------------------------------|----------|---|
| CONTENT<br>STATEMENT                | SL.3.6.  | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language  |
| STRAND                              |          | Conventions of Standard English   |
| CONTENT<br>STATEMENT                | L.3.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.1.A. | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.1.D. | Form and use regular and irregular verbs.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language  |
| STRAND                              |          | Conventions of Standard English   |
| CONTENT<br>STATEMENT                | L.3.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.2.A. | Capitalize appropriate words in titles.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.2.E. | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).                   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.2.F. | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.     |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language  |
| STRAND                              |          | Knowledge of Language   |
| CONTENT<br>STATEMENT                | L.3.3.   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.3.A. | Choose words and phrases for effect.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language  |

| STRAND                              |          | Vocabulary Acquisition and Use   |
|-------------------------------------|----------|--|
| CONTENT<br>STATEMENT                | 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.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.4.A. | Use sentence-level context as a clue to the meaning of a word or phrase.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.4.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).   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language   |
| STRAND                              |          | Vocabulary Acquisition and Use   |
| CONTENT<br>STATEMENT                | L.3.5.   | Demonstrate understanding of figurative language, word relationships and nuances in word meanings.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.5.A. | Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language   |
| STRAND                              |          | Vocabulary Acquisition and Use   |
| CONTENT<br>STATEMENT                | 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). |
|                                     |          | Hannihal's War   |

## Hannibal's War

# 

CONTENT AREA / STANDARD

NJSLSA. Anchor Standards: Reading R.

| STRAND               |                | Key Ideas and Details  |
|----------------------|----------------|--|
| CONTENT<br>STATEMENT | NJSLSA.<br>R2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| CONTENT<br>STATEMENT | NJSLSA.<br>R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.                         |

| CONTENT | NJSLSA. | Anchor | Standards: | Reading |
|---------|---------|--------|------------|---------|
| AREA /  | R.      |        |            |         |

| STANDARD             |                |   |
|----------------------|----------------|---|
| STRAND               |                | Craft and Structure   |
| CONTENT<br>STATEMENT | NJSLSA.<br>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. |

| CONTENT<br>STATEMENT          | NJSLSA.<br>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.    |
|-------------------------------|-----------------|---|
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>R.   | Anchor Standards: Reading   |
| STRAND                        |                 | Range of Reading and Level of Text Complexity   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>R10. | Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.   |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>W.   | Anchor Standards: Writing   |
| STRAND                        |                 | Text Types and Purposes   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.            |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>W.   | Anchor Standards: Writing   |
| STRAND                        |                 | Production and Distribution of Writing  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>W4.  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>W5.  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>W6.  | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.   |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>W.   | Anchor Standards: Writing   |
| STRAND                        |                 | Research to Build and Present Knowledge   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>W9.  | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>W.   | Anchor Standards: Writing   |
| STRAND                        |                 | Range of Writing  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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. |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>SL.  | Anchor Standards: Speaking and Listening  |
| STRAND                        |                 | Comprehension and Collaboration   |
|                               |                 |   |

| CONTENT<br>STATEMENT          | NJSLSA.<br>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.  |
|-------------------------------|-----------------|---|
|                               |                 |   |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>SL.  | Anchor Standards: Speaking and Listening  |
| STRAND                        |                 | Presentation of Knowledge and Ideas   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>SL6. | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.   |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.L        | Anchor Standards: Language  |
| STRAND                        |                 | Conventions of Standard English   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>L1.  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>L2.  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.L        | Anchor Standards: Language  |
| STRAND                        |                 | Knowledge of Language   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.   |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.L        | Anchor Standards: Language  |
| STRAND                        |                 | Vocabulary Acquisition and Use  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.   |
| CONTENT                       | NJSLSA.<br>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. |
| CONTENT<br>AREA /<br>STANDARD | NJ.RI.3.        | Progress Indicators for Reading Informational Text  |
| STRAND                        |                 | Key Ideas and Details   |
| CONTENT<br>STATEMENT          | RI.3.2.         | Determine the main idea of a text; recount the key details and explain how they support the main idea.  |

| CONTENT         |
|-----------------|
| AREA /          |
| <b>STANDARD</b> |

## NJ.RI.3. Progress Indicators for Reading Informational Text

| STRAND                              |           | Craft and Structure   |
|-------------------------------------|-----------|---|
| CONTENT<br>STATEMENT                | 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.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.RI.3.  | Progress Indicators for Reading Informational Text  |
| STRAND                              |           | Integration of Knowledge and Ideas  |
| CONTENT<br>STATEMENT                | 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).         |
| CONTENT<br>STATEMENT                | 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. |
| CONTENT<br>AREA /<br>STANDARD       | NJ.RF.3.  | Progress Indicators for Reading Foundational Skills   |
| STRAND                              |           | Fluency   |
| CONTENT                             | RF.3.4.   | Read with sufficient accuracy and fluency to support comprehension.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | RF.3.4.A. | Read grade-level text with purpose and understanding.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | RF.3.4.C. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.   | Progress Indicators for Writing   |
| STRAND                              |           | Text Types and Purposes   |
| CONTENT                             | W.3.2.    | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | W.3.2.A.  | Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | W.3.2.B.  | Develop the topic with facts, definitions, and details.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.   | Progress Indicators for Writing   |
| STRAND                              |           | Production and Distribution of Writing  |

| CONTENT<br>STATEMENT                | 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.)                           |
|-------------------------------------|-----------|---|
| CONTENT<br>STATEMENT                | W.3.5.    | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.   |
| CONTENT<br>STATEMENT                | 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.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.   | Progress Indicators for Writing   |
| STRAND                              |           | Range of Writing  |
| CONTENT                             | 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. |
| CONTENT<br>AREA /<br>STANDARD       | NJ.SL.3.  | Progress Indicators for Speaking and Listening  |
| STRAND                              |           | Comprehension and Collaboration   |
| CONTENT<br>STATEMENT                | 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.                                  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.A. | Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.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).   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.C. | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.D. | Explain their own ideas and understanding in light of the discussion.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.SL.3.  | Progress Indicators for Speaking and Listening  |
| STRAND                              |           | Comprehension and Collaboration   |
| CONTENT<br>STATEMENT                | 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.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.SL.3.  | Progress Indicators for Speaking and Listening  |
| STRAND                              |           | Presentation of Knowledge and Ideas   |
|                                     |           |   |

| CONTENT<br>STATEMENT                | 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. |
|-------------------------------------|----------|---|
| CONTENT<br>STATEMENT                | SL.3.6.  | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language  |
| STRAND                              |          | Conventions of Standard English   |
| CONTENT<br>STATEMENT                | L.3.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.1.A. | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.   |
| CONTENT<br>AREA /<br>ST ANDARD      | NJ.L.3.  | Progress Indicators for Language  |
| STRAND                              |          | Conventions of Standard English   |
| CONTENT<br>STATEMENT                | L.3.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.2.A. | Capitalize appropriate words in titles.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.2.E. | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).                   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.2.F. | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.     |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language  |
| STRAND                              |          | Knowledge of Language   |
| CONTENT<br>STATEMENT                | L.3.3.   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.3.A. | Choose words and phrases for effect.  |
| CONTENT<br>AREA /                   | NJ.L.3.  | Progress Indicators for Language  |
| STANDARD                            |          |   |
| STANDARD                            |          | Vocabulary Acquisition and Use  |

| CUMULATIVE<br>PROGRESS<br>INDICATOR                            | L.3.4.A.                                | Use sentence-level context as a clue to the meaning of a word or phrase.  |
|--|---|---|
| CONTENT<br>AREA /<br>STANDARD                                  | NJ.L.3.                                 | Progress Indicators for Language  |
| STRAND   |   | Vocabulary Acquisition and Use  |
| CONTENT<br>STATEMENT   | L.3.5.                                  | Demonstrate understanding of figurative language, word relationships and nuances in word meanings.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR                            | L.3.5.A.                                | Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).   |
| CONTENT<br>AREA /<br>STANDARD                                  | NJ.L.3.                                 | Progress Indicators for Language  |
| STRAND   |   | Vocabulary Acquisition and Use  |
| CONTENT<br>STATEMENT   | 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).  |
|  |   | John Muir   |
|  |   | New Jersey Student Learning Standards   |
|  |   | Language Arts Grade 3 - Adopted: 2016   |
| CONTENT  | NIZCI CA                                |   |
|  | NJSLSA.<br>R.                           | Anchor Standards: Reading   |
| STRAND   |   | Key Ideas and Details   |
|  | NJSLSA.                                 |   |
|  | R2.                                     | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |
|  | R2.                                     |   |
| STATEMENT I  | NJSLSA.<br>R3.                          | and ideas.  |
| STATEMENT I  | NJSLSA.  NJSLSA.                        | and ideas.  Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  |
| CONTENT AREA / F STANDARD  STRAND  CONTENT                     | NJSLSA.  NJSLSA.                        | and ideas.  Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  Anchor Standards: Reading  Craft and Structure  |
| CONTENT AREA / STANDARD  STRAND  CONTENT STATEMENT             | NJSLSA. R3.  NJSLSA. R.  NJSLSA. R4.    | and ideas.  Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  Anchor Standards: Reading  Craft and Structure  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.   |
| CONTENT STANDARD  STRAND  CONTENT STATEMENT  CONTENT STATEMENT | NJSLSA. RJSLSA. RJSLSA. R4. NJSLSA. R5. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  Anchor Standards: Reading  Craft and Structure  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.  Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a |

| CONTENT<br>STATEMENT  | NJSLSA.<br>R10.                 | Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.   |
|---|---------------------------------|---|
| CONTENT<br>AREA /<br>STANDARD   | NJSLSA.<br>W.                   | Anchor Standards: Writing   |
| STRAND  |                                 | Text Types and Purposes   |
| CONTENT<br>STATEMENT  | NJSLSA.<br>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.  |
| CONTENT<br>AREA /<br>STANDARD   | NJSLSA.<br>W.                   | Anchor Standards: Writing   |
| STRAND  |                                 | Production and Distribution of Writing  |
| CONTENT<br>STATEMENT  | NJSLSA.<br>W4.                  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| CONTENT<br>STATEMENT  | NJSLSA.<br>W5.                  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
| CONTENT<br>STATEMENT  | NJSLSA.<br>W6.                  | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.   |
| CONTENT<br>AREA /<br>STANDARD   | NJSLSA.<br>W.                   | Anchor Standards: Writing   |
|   |                                 |   |
| STRAND  |                                 | Range of Writing  |
| STRAND  CONTENT STATEMENT   | NJSLSA.<br>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.   |
| CONTENT   | W10.                            | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a  |
| CONTENT STATEMENT  CONTENT AREA /   | 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.   |
| CONTENT STATEMENT  CONTENT AREA / STANDARD  | 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.  Anchor Standards: Speaking and Listening  Comprehension and Collaboration  |
| CONTENT STATEMENT  CONTENT AREA / STANDARD  STRAND  CONTENT                           | W10.  NJSLSA. SL.  NJSLSA. SL1. | 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.  Anchor Standards: Speaking and Listening  Comprehension and Collaboration  Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building  |
| CONTENT STATEMENT  CONTENT AREA / STANDARD  STRAND  CONTENT STATEMENT  CONTENT AREA / | W10.  NJSLSA. SL.  NJSLSA. SL1. | 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.  Anchor Standards: Speaking and Listening  Comprehension and Collaboration  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.  |
| CONTENT STATEMENT  CONTENT AREA / STAND  CONTENT STATEMENT  CONTENT AREA / STANDARD   | W10.  NJSLSA. SL.  NJSLSA. SL1. | 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.  Anchor Standards: Speaking and Listening  Comprehension and Collaboration  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.  Anchor Standards: Speaking and Listening  Presentation of Knowledge and Ideas |

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| STANDARD |

NJSLSA.L Anchor Standards: Language

| STANDARD                      |                |   |
|-------------------------------|----------------|---|
| STRAND                        |                | Conventions of Standard English   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>L1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>L2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.L       | Anchor Standards: Language  |
| STRAND                        |                | Knowledge of Language   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.   |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.L       | Anchor Standards: Language  |
| STRAND                        |                | Vocabulary Acquisition and Use  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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. |
| CONTENT<br>AREA /<br>STANDARD | NJ.RI.3.       | Progress Indicators for Reading Informational Text  |
| STRAND                        |                | Key Ideas and Details   |
| CONTENT<br>STATEMENT          | RI.3.2.        | Determine the main idea of a text; recount the key details and explain how they support the main idea.  |
| CONTENT<br>AREA /<br>STANDARD | NJ.RI.3.       | Progress Indicators for Reading Informational Text  |
| STRAND                        |                | Craft and Structure   |
| CONTENT<br>STATEMENT          | 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.  |
| CONTENT<br>AREA /<br>STANDARD | NJ.RI.3.       | Progress Indicators for Reading Informational Text  |
| STRAND                        |                | Integration of Knowledge and Ideas  |
| CONTENT<br>STATEMENT          | 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).   |

| CONTENT<br>STATEMENT                | 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.           |
|-------------------------------------|-----------|---|
| CONTENT<br>AREA /<br>STANDARD       | NJ.RF.3.  | Progress Indicators for Reading Foundational Skills   |
| STRAND                              |           | Fluency   |
| CONTENT<br>STATEMENT                | RF.3.4.   | Read with sufficient accuracy and fluency to support comprehension.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | RF.3.4.A. | Read grade-level text with purpose and understanding.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | RF.3.4.C. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.   | Progress Indicators for Writing   |
| STRAND                              |           | Text Types and Purposes   |
| CONTENT<br>STATEMENT                | W.3.2.    | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | W.3.2.A.  | Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | W.3.2.B.  | Develop the topic with facts, definitions, and details.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | W.3.2.D.  | Provide a conclusion.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.   | Progress Indicators for Writing   |
| STRAND                              |           | Production and Distribution of Writing  |
| CONTENT<br>STATEMENT                | 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.) |
| CONTENT<br>STATEMENT                | W.3.5.    | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.   |
| CONTENT<br>STATEMENT                | 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.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.   | Progress Indicators for Writing   |

| STRAND                              |           | Range of Writing  |
|-------------------------------------|-----------|---|
| CONTENT<br>STATEMENT                | 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. |
| CONTENT<br>AREA /<br>STANDARD       | NJ.SL.3.  | Progress Indicators for Speaking and Listening  |
| STRAND                              |           | Comprehension and Collaboration   |
| CONTENT<br>STATEMENT                | 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.                                  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.A. | Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.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).   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.C. | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.D. | Explain their own ideas and understanding in light of the discussion.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.SL.3.  | Progress Indicators for Speaking and Listening  |
| STRAND                              |           | Comprehension and Collaboration   |
| CONTENT<br>STATEMENT                | 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.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.SL.3.  | Progress Indicators for Speaking and Listening  |
| STRAND                              |           | Presentation of Knowledge and Ideas   |
| CONTENT<br>STATEMENT                | 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.   |
| CONTENT<br>STATEMENT                | SL.3.6.   | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.   | Progress Indicators for Language  |
| STRAND                              |           | Conventions of Standard English   |
| CONTENT<br>STATEMENT                | L.3.1.    | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |

| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.1.A. | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.                                       |
|-------------------------------------|----------|---|
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.1.D. | Form and use regular and irregular verbs.   |
| CONTENT<br>AREA /<br>ST ANDARD      | NJ.L.3.  | Progress Indicators for Language  |
| STRAND                              |          | Conventions of Standard English   |
| CONTENT<br>STATEMENT                | L.3.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.2.A. | Capitalize appropriate words in titles.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.2.B. | Use commas in addresses.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.2.E. | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).                 |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.2.F. | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.   |
| CONTENT<br>AREA /<br>ST ANDARD      | NJ.L.3.  | Progress Indicators for Language  |
| STRAND                              |          | Knowledge of Language   |
| CONTENT<br>STATEMENT                | L.3.3.   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.3.A. | Choose words and phrases for effect.  |
| CONTENT<br>AREA /<br>ST ANDARD      | NJ.L.3.  | Progress Indicators for Language  |
| STRAND                              |          | Vocabulary Acquisition and Use  |
| CONTENT<br>STATEMENT                | 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. |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.4.A. | Use sentence-level context as a clue to the meaning of a word or phrase.  |

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#### NJ.L.3. **Progress Indicators for Language**

| STRAND                              |          | Vocabulary Acquisition and Use  |
|-------------------------------------|----------|---|
| CONTENT<br>STATEMENT                | L.3.5.   | Demonstrate understanding of figurative language, word relationships and nuances in word meanings.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.5.A. | Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). |

#### CONTENT AREA / STANDARD

### NJ.L.3. Progress Indicators for Language

| STRAND               |        | Vocabulary Acquisition and Use   |
|----------------------|--------|--|
| CONTENT<br>STATEMENT | 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). |

## Leif Eriksson

# New Jersey Student Learning Standards Language Arts

Grade 3 - Adopted: 2016

CONTENT AREA / **STANDARD**  NJSLSA. Anchor Standards: Reading

| STRAND               |                | Key Ideas and Details  |
|----------------------|----------------|--|
| CONTENT<br>STATEMENT | NJSLSA.<br>R2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| CONTENT<br>STATEMENT | NJSLSA.<br>R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.                         |

#### CONTENT AREA / **STANDARD**

NJSLSA. Anchor Standards: Reading

| STRAND               |                | Craft and Structure  |
|----------------------|----------------|--|
| CONTENT<br>STATEMENT | NJSLSA.<br>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.    |
| CONTENT<br>STATEMENT | NJSLSA.<br>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. |

#### CONTENT AREA / **STANDARD**

NJSLSA. Anchor Standards: Reading

| STRAND               |                 | Range of Reading and Level of Text Complexity   |
|----------------------|-----------------|---|
| CONTENT<br>STATEMENT | NJSLSA.<br>R10. | Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. |

| CONTENT         |
|-----------------|
| AREA /          |
| <b>STANDARD</b> |

NJSLSA. Anchor Standards: Writing W.

| STRAND                        |                 | Text Types and Purposes  |
|-------------------------------|-----------------|--|
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.                   |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>W.   | Anchor Standards: Writing  |
| STRAND                        |                 | Production and Distribution of Writing   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>W4.  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>W5.  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>W6.  | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>W.   | Anchor Standards: Writing  |
| STRAND                        |                 | Range of Writing   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.        |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>SL.  | Anchor Standards: Speaking and Listening   |
| STRAND                        |                 | Comprehension and Collaboration  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.               |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>SL.  | Anchor Standards: Speaking and Listening   |
| STRAND                        |                 | Presentation of Knowledge and Ideas  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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. |
| CONTENT<br>STATEMENT          | NJSLSA.<br>SL6. | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.L        | Anchor Standards: Language   |
| STRAND                        |                 | Conventions of Standard English  |

| CONTENT<br>STATEMENT          | NJSLSA.<br>L1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
|-------------------------------|----------------|---|
| CONTENT<br>STATEMENT          | NJSLSA.<br>L2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing   |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.L       | Anchor Standards: Language  |
| STRAND                        |                | Knowledge of Language   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.   |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.L       | Anchor Standards: Language  |
| STRAND                        |                | Vocabulary Acquisition and Use  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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. |
| CONTENT<br>AREA /<br>STANDARD | NJ.RI.3.       | Progress Indicators for Reading Informational Text  |
| STRAND                        |                | Key Ideas and Details   |
| CONTENT<br>STATEMENT          | RI.3.2.        | Determine the main idea of a text; recount the key details and explain how they support the main idea.  |
| CONTENT<br>AREA /<br>STANDARD | NJ.RI.3.       | Progress Indicators for Reading Informational Text  |
| STRAND                        |                | Craft and Structure   |
| CONTENT<br>STATEMENT          | RI.3.4.        | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade topic or subject area.  |
| CONTENT                       | NJ.RI.3.       | Progress Indicators for Reading Informational Text  |
| CONTENT<br>AREA /<br>STANDARD |                |   |
| AREA /                        |                | Integration of Knowledge and Ideas  |
| AREA /<br>STANDARD            | 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).   |

STRAND

Range of Writing

## NJ.RF.3. Progress Indicators for Reading Foundational Skills

| STANDARD                            |           |   |
|-------------------------------------|-----------|---|
| STRAND                              |           | Fluency   |
| CONTENT                             | RF.3.4.   | Read with sufficient accuracy and fluency to support comprehension.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | RF.3.4.A. | Read grade-level text with purpose and understanding.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | RF.3.4.C. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.   | Progress Indicators for Writing   |
| STRAND                              |           | Text Types and Purposes   |
| CONTENT<br>STATEMENT                | W.3.2.    | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | W.3.2.A.  | Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | W.3.2.B.  | Develop the topic with facts, definitions, and details.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | W.3.2.D.  | Provide a conclusion.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.   | Progress Indicators for Writing   |
| STRAND                              |           | Production and Distribution of Writing  |
| CONTENT<br>STATEMENT                | 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.) |
| CONTENT<br>STATEMENT                | W.3.5.    | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.   |
| CONTENT<br>STATEMENT                | 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.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.   | Progress Indicators for Writing   |

| CONTENT<br>STATEMENT                | 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. |
|-------------------------------------|-----------|---|
| CONTENT<br>AREA /<br>ST ANDARD      | NJ.SL.3.  | Progress Indicators for Speaking and Listening  |
| STRAND                              |           | Comprehension and Collaboration   |
| CONTENT<br>STATEMENT                | 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.                                  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.A. | Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.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).   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.C. | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.D. | Explain their own ideas and understanding in light of the discussion.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.SL.3.  | Progress Indicators for Speaking and Listening  |
| STRAND                              |           | Comprehension and Collaboration   |
| CONTENT<br>STATEMENT                | 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.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.SL.3.  | Progress Indicators for Speaking and Listening  |
| STRAND                              |           | Presentation of Knowledge and Ideas   |
| CONTENT<br>STATEMENT                | 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.   |
| CONTENT<br>STATEMENT                | SL.3.6.   | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.   | Progress Indicators for Language  |
| STRAND                              |           | Conventions of Standard English   |
| CONTENT<br>STATEMENT                | L.3.1.    | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
|                                     |           |   |

| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.1.A. | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.                                       |
|-------------------------------------|----------|---|
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.1.D. | Form and use regular and irregular verbs.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.1.F. | Ensure subject-verb and pronoun-antecedent agreement.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language  |
| STRAND                              |          | Conventions of Standard English   |
| CONTENT                             | L.3.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.2.A. | Capitalize appropriate words in titles.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.2.E. | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).                 |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.2.F. | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language  |
| STRAND                              |          | Knowledge of Language   |
| CONTENT                             | L.3.3.   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.3.A. | Choose words and phrases for effect.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language  |
| STRAND                              |          | Vocabulary Acquisition and Use  |
| CONTENT                             | 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. |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.4.A. | Use sentence-level context as a clue to the meaning of a word or phrase.  |

| CONTENT         |
|-----------------|
| AREA /          |
| <b>STANDARD</b> |

#### NJ.L.3. **Progress Indicators for Language**

| STRAND                              |          | Vocabulary Acquisition and Use  |
|-------------------------------------|----------|---|
| CONTENT<br>STATEMENT                | L.3.5.   | Demonstrate understanding of figurative language, word relationships and nuances in word meanings.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.5.A. | Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). |

#### CONTENT AREA / STANDARD

#### NJ.L.3. Progress Indicators for Language

| STRAND               |        | Vocabulary Acquisition and Use   |
|----------------------|--------|--|
| CONTENT<br>STATEMENT | 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). |

## Magnets

## New Jersey Student Learning Standards Language Arts

Grade 3 - Adopted: 2016

CONTENT AREA / **STANDARD**  NJSLSA. Anchor Standards: Reading

| STRAND               |                | Key Ideas and Details  |
|----------------------|----------------|--|
| CONTENT<br>STATEMENT | NJSLSA.<br>R2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| CONTENT<br>STATEMENT | NJSLSA.<br>R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.                         |

#### CONTENT AREA / **STANDARD**

NJSLSA. Anchor Standards: Reading

| STRAND               |                | Craft and Structure  |
|----------------------|----------------|--|
| CONTENT<br>STATEMENT | NJSLSA.<br>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.    |
| CONTENT<br>STATEMENT | NJSLSA.<br>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. |

#### CONTENT AREA / **STANDARD**

NJSLSA. Anchor Standards: Reading

| STRAND               |                 | Range of Reading and Level of Text Complexity   |
|----------------------|-----------------|---|
| CONTENT<br>STATEMENT | NJSLSA.<br>R10. | Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. |

| CONTENT         |
|-----------------|
| AREA /          |
| <b>STANDARD</b> |

NJSLSA. Anchor Standards: Writing W.

| STRAND                        |                 | Text Types and Purposes  |
|-------------------------------|-----------------|--|
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.                   |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>W.   | Anchor Standards: Writing  |
| STRAND                        |                 | Production and Distribution of Writing   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>W4.  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>W5.  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>W6.  | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>W.   | Anchor Standards: Writing  |
| STRAND                        |                 | Range of Writing   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.        |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>SL.  | Anchor Standards: Speaking and Listening   |
| STRAND                        |                 | Comprehension and Collaboration  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.               |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>SL.  | Anchor Standards: Speaking and Listening   |
| STRAND                        |                 | Presentation of Knowledge and Ideas  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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. |
| CONTENT<br>STATEMENT          | NJSLSA.<br>SL6. | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.L        | Anchor Standards: Language   |
| STRAND                        |                 | Conventions of Standard English  |

| CONTENT<br>STATEMENT          | NJSLSA.<br>L1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
|-------------------------------|----------------|---|
| CONTENT<br>STATEMENT          | NJSLSA.<br>L2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing   |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.L       | Anchor Standards: Language  |
| STRAND                        |                | Knowledge of Language   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.   |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.L       | Anchor Standards: Language  |
| STRAND                        |                | Vocabulary Acquisition and Use  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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. |
| CONTENT<br>AREA /<br>STANDARD | NJ.RI.3.       | Progress Indicators for Reading Informational Text  |
| STRAND                        |                | Key Ideas and Details   |
| CONTENT<br>STATEMENT          | RI.3.2.        | Determine the main idea of a text; recount the key details and explain how they support the main idea.  |
| CONTENT<br>AREA /<br>STANDARD | NJ.RI.3.       | Progress Indicators for Reading Informational Text  |
| STRAND                        |                | Craft and Structure   |
| CONTENT<br>STATEMENT          | RI.3.4.        | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade topic or subject area.  |
| CONTENT<br>AREA /<br>STANDARD | NJ.RI.3.       | Progress Indicators for Reading Informational Text  |
|                               |                |   |
| STRAND                        |                | Integration of Knowledge and Ideas  |
| STRAND  CONTENT STATEMENT     | 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).   |

STRAND

Range of Writing

## NJ.RF.3. Progress Indicators for Reading Foundational Skills

| STANDARD                            |           |   |
|-------------------------------------|-----------|---|
| STRAND                              |           | Fluency   |
| CONTENT                             | RF.3.4.   | Read with sufficient accuracy and fluency to support comprehension.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | RF.3.4.A. | Read grade-level text with purpose and understanding.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | RF.3.4.C. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.   | Progress Indicators for Writing   |
| STRAND                              |           | Text Types and Purposes   |
| CONTENT<br>STATEMENT                | W.3.2.    | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | W.3.2.A.  | Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | W.3.2.B.  | Develop the topic with facts, definitions, and details.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | W.3.2.D.  | Provide a conclusion.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.   | Progress Indicators for Writing   |
| STRAND                              |           | Production and Distribution of Writing  |
| CONTENT<br>STATEMENT                | 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.) |
| CONTENT<br>STATEMENT                | W.3.5.    | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.   |
| CONTENT<br>STATEMENT                | 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.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.   | Progress Indicators for Writing   |

| CONTENT<br>STATEMENT                | 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. |
|-------------------------------------|-----------|---|
| CONTENT<br>AREA /<br>ST ANDARD      | NJ.SL.3.  | Progress Indicators for Speaking and Listening  |
| STRAND                              |           | Comprehension and Collaboration   |
| CONTENT<br>STATEMENT                | 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.                                  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.A. | Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.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).   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.C. | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.D. | Explain their own ideas and understanding in light of the discussion.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.SL.3.  | Progress Indicators for Speaking and Listening  |
| STRAND                              |           | Comprehension and Collaboration   |
| CONTENT<br>STATEMENT                | 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.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.SL.3.  | Progress Indicators for Speaking and Listening  |
| STRAND                              |           | Presentation of Knowledge and Ideas   |
| CONTENT<br>STATEMENT                | 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.   |
| CONTENT<br>STATEMENT                | SL.3.6.   | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.   | Progress Indicators for Language  |
| STRAND                              |           | Conventions of Standard English   |
| CONTENT<br>STATEMENT                | L.3.1.    | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
|                                     |           |   |

| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.1.A. | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.                                       |
|-------------------------------------|----------|---|
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.1.D. | Form and use regular and irregular verbs.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.1.F. | Ensure subject-verb and pronoun-antecedent agreement.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language  |
| STRAND                              |          | Conventions of Standard English   |
| CONTENT                             | L.3.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.2.A. | Capitalize appropriate words in titles.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.2.E. | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).                 |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.2.F. | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language  |
| STRAND                              |          | Knowledge of Language   |
| CONTENT                             | L.3.3.   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.3.A. | Choose words and phrases for effect.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language  |
| STRAND                              |          | Vocabulary Acquisition and Use  |
| CONTENT                             | 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. |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.4.A. | Use sentence-level context as a clue to the meaning of a word or phrase.  |

| CONTENT         |
|-----------------|
| AREA /          |
| <b>STANDARD</b> |

#### NJ.L.3. **Progress Indicators for Language**

| STRAND                              |          | Vocabulary Acquisition and Use  |
|-------------------------------------|----------|---|
| CONTENT<br>STATEMENT                | L.3.5.   | Demonstrate understanding of figurative language, word relationships and nuances in word meanings.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.5.A. | Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). |

#### CONTENT AREA / STANDARD

#### NJ.L.3. Progress Indicators for Language

| STRAND               |        | Vocabulary Acquisition and Use   |
|----------------------|--------|--|
| CONTENT<br>STATEMENT | 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). |

## Mayflower, Part 1

## New Jersey Student Learning Standards Language Arts

Grade 3 - Adopted: 2016

CONTENT AREA / STANDARD NJSLSA. Anchor Standards: Reading

| STRAND               |                | Key Ideas and Details  |
|----------------------|----------------|--|
| CONTENT<br>STATEMENT | NJSLSA.<br>R2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| CONTENT<br>STATEMENT | NJSLSA.<br>R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.                         |

## CONTENT AREA /

NJSLSA. Anchor Standards: Reading

STANDARD

| STRAND               |                | Craft and Structure  |
|----------------------|----------------|--|
| CONTENT<br>STATEMENT | NJSLSA.<br>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.    |
| CONTENT<br>STATEMENT | NJSLSA.<br>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. |

#### CONTENT AREA / STANDARD

NJSLSA. Anchor Standards: Reading

R.

| STRAND               |                | Integration of Knowledge and Ideas   |
|----------------------|----------------|--|
| CONTENT<br>STATEMENT | NJSLSA.<br>R7. | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |

| CONTENT<br>STATEMENT           | NJSLSA.<br>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.  |
|--------------------------------|-----------------|---|
| CONTENT<br>AREA /<br>STANDARD  | NJSLSA.<br>R.   | Anchor Standards: Reading   |
| STRAND                         |                 | Range of Reading and Level of Text Complexity   |
| CONTENT<br>STATEMENT           | NJSLSA.<br>R10. | Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.   |
| CONTENT<br>AREA /<br>STANDARD  | NJSLSA.<br>W.   | Anchor Standards: Writing   |
| STRAND                         |                 | Text Types and Purposes   |
| CONTENT<br>STATEMENT           | NJSLSA.<br>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.            |
| CONTENT<br>AREA /<br>ST ANDARD | NJSLSA.<br>W.   | Anchor Standards: Writing   |
| STRAND                         |                 | Production and Distribution of Writing  |
| CONTENT<br>STATEMENT           | NJSLSA.<br>W4.  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| CONTENT<br>STATEMENT           | NJSLSA.<br>W5.  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
| CONTENT<br>AREA /<br>STANDARD  | NJSLSA.<br>W.   | Anchor Standards: Writing   |
| STRAND                         |                 | Research to Build and Present Knowledge   |
| CONTENT<br>STATEMENT           | NJSLSA.<br>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.                 |
| CONTENT<br>AREA /<br>STANDARD  | NJSLSA.<br>W.   | Anchor Standards: Writing   |
| STRAND                         |                 | Range of Writing  |
| CONTENT<br>STATEMENT           | NJSLSA.<br>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. |
| CONTENT<br>AREA /<br>ST ANDARD | NJSLSA.<br>SL.  | Anchor Standards: Speaking and Listening  |
| STRAND                         |                 | Comprehension and Collaboration   |
| CONTENT<br>STATEMENT           | NJSLSA.<br>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.        |

| CONTENT<br>STATEMENT          | NJSLSA.<br>SL2. | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  |
|-------------------------------|-----------------|---|
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>SL.  | Anchor Standards: Speaking and Listening  |
| STRAND                        |                 | Presentation of Knowledge and Ideas   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>SL6. | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.   |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.I        | _Anchor Standards: Language   |
| STRAND                        |                 | Conventions of Standard English   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>L1.  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.I        | _Anchor Standards: Language   |
| STRAND                        |                 | Knowledge of Language   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.   |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.I        | Anchor Standards: Language  |
| STRAND                        |                 | Vocabulary Acquisition and Use  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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. |
| CONTENT<br>AREA /<br>STANDARD | NJ.RI.3.        | Progress Indicators for Reading Informational Text  |
| STRAND                        |                 | Key Ideas and Details   |
| CONTENT<br>STATEMENT          | RI.3.2.         | Determine the main idea of a text; recount the key details and explain how they support the main idea.  |
| CONTENT<br>AREA /<br>STANDARD | NJ.RI.3.        | Progress Indicators for Reading Informational Text  |
| STRAND                        |                 | Craft and Structure   |
|                               |                 |   |

| CONTENT AREA / STANDARD  STRAND  Integration of Knowledge and Ideas  CONTENT STATEMENT  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).  CONTENT STATEMENT  RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., compansion, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.  CONTENT STATEMENT  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.  CONTENT AREA / STANDARD  STRAND  Fluency  CONTENT STATEMENT  RF.3.4. Read with sufficient accuracy and fluency to support comprehension.  RF.3.4. Read grade-level text with purpose and understanding.  RF.3.4. Read grade-level text with purpose and understanding, rereading as necessary.  CUMULATIVE PROGRESS INDICATOR  NJ.W.3. Progress Indicators for Writing  STRAND  Production and Distribution of Writing   |          |           |   |
|--|----------|-----------|---|
| STRAND  Integration of Knowledge and Ideas  CONTENT STATEMENT  R3.7. 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).  CONTENT STATEMENT  R3.8. Describe the logical connection hetween particular sentences and paragraphs in a text (e.g., comparison, cause/effect fine/second/third in a sequence) to support specific points the author makes in a text.  CONTENT STATEMENT  R3.9. Compare, contast and refect 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.  CONTENT STATEMENT  R5.3.4. Progress Indicators for Reading Foundational Skills  Fluency  CONTENT STATEMENT  R6.3.4. Read with sufficient accuracy and fluency to support comprehension.  CUMILIATIVE PROGRESS INDICATOR  R6.3.4. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  PROGRESS INDICATOR  CONTENT STAND  Progress Indicators for Writing  STRAND  Progress Indicators for Writing  CONTENT STATEMENT  W3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate task and purpose, (Grade-specific expectations for writing types are defined in standards 1-3 above.)  CONTENT STATEMENT  W3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  CONTENT STANDARD  Research to Build and Present Knowledge  CONTENT STANDARD  Research to Build and Present Knowledge  CONTENT STATEMENT  R6.3.1. Progress Indicators for Writing  R6.3.2. Progress Indicators for Writing  R6.3.3. Progress Indicators for Writing  R6.3.4. Progress Indicators for Writing                               |          | 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.  |
| CONTENT STATEMENT RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the worlds in a text to demonstrate understanding of the text (e.g., where, when, why, and now key events occur).  CONTENT RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/secondriftind in a sequence) to support specific points the author makes in a text.  CONTENT RI.3.9. Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) th most important points and key details presented in two texts on the same topic.  CONTENT STATEMENT RI.3.1. Progress indicators for Reading Foundational Skills STRAND Fluency  CONTENT STATEMENT RE.3.4. Read with sufficient accuracy and fluency to support comprehension.  CUMULATIVE PROGRESS INDICATOR  RE.3.4. Read grade-level text with purpose and understanding.  RE.3.4. Read grade-level text with purpose and understanding, rereading as necessary.  INDICATOR  RE.3.4. Use context to confirm or self-correct world recognition and understanding, rereading as necessary.  INDICATOR  NJ.W.3. Progress Indicators for Writing  STRAND  Production and Distribution of Writing  CONTENT STATEMENT  W.3.4. With guidance and support from peers and 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.)  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  CONTENT STATEMENT  W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  Recall information from seperiences or gather information from print and digital sources; take brief notes on sources and sources a | AREA /   | NJ.RI.3.  | Progress Indicators for Reading Informational Text  |
| demonstrate understanding of the test (e.g., where, when, why, and how key events occur).  CONTENT STATEMENT  RI.3.8. Describe the logical connection between particular semences 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.  CONTENT STATEMENT  RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key dealist presented in two texts on the same topic.  CONTENT STANDARD  Fluency  CONTENT STATEMENT  RF.3.4. Read with sufficient accuracy and fluency to support comprehension.  CUMULATIVE PROGRESS INDICATOR  RF.3.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  PROGRESS INDICATOR  N.J.W.3. Progress Indicators for Writing  STRAND  Production and Distribution of Writing  CONTENT STATEMENT  W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to ask and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  CONTENT STATEMENT  W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  CONTENT STATEMENT  N.J.W.3. Progress Indicators for Writing  Recall  Recall information from provided categories.  CONTENT STATEMENT  N.J.W.3. Progress Indicators for Writing  Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  | STRAND   |           | Integration of Knowledge and Ideas  |
| CONTENT R3.9. Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) th most important points and key details presented in two texts on the same topic.  CONTENT AREA I NJ.RF.3. Progress Indicators for Reading Foundational Skills  STANDARD Fluency  CONTENT STATEMENT RF.3.4. Read with sufficient accuracy and fluency to support comprehension.  CUMULATIVE PROGRESS INDICATOR  RF.3.4. Read grade-level text with purpose and understanding.  PROGRESS INDICATOR  NJ.W.3. Progress Indicators for Writing  STANDARD  Production and Distribution of Writing  STANDARD  Production and Distribution of Writing  CONTENT W3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expecitators for writing types are defined in standards 1-3 above.)  CONTENT W3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and ediling.  CONTENT W3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and ediling.  CONTENT NJ.W.3. Progress Indicators for Writing  STANDARD  Research to Build and Present Knowledge  CONTENT W3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  |          | RI.3.7.   |   |
| STATEMENT  most important points and key details presented in two texts on the same topic.  CONTENT AREA!  STANDAD  Fluency  CONTENT STATEMENT  RF.3.4. Read with sufficient accuracy and fluency to support comprehension.  CUMULATIVE PROGRESS INDICATOR  RF.3.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  NDICATOR  NJ.W.3. Progress Indicators for Writing  STANDAD  Production and Distribution of Writing  CONTENT W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate task and purpose. (Grade-specific expectations for writing yeps are defined in standards 1-3 above.)  CONTENT W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  CONTENT NJ.W.3. Progress Indicators for Writing  STANDADRO  Research to Build and Present Knowledge  CONTENT 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.  CONTENT NJ.W.3. Progress Indicators for Writing  STATEMENT NJ.W.3. Progress Indicators for Writing  STATEMENT NJ.W.3. Progress Indicators for Writing  Research to Build and Present Knowledge  |          | RI.3.8.   |   |
| STANDAD  Fluency  CONTENT STATEMENT  RF.3.4. Read with sufficient accuracy and fluency to support comprehension.  RF.3.4. Read grade-level text with purpose and understanding.  CUMULATIVE PROGRESS INDICATOR  RF.3.4. Read grade-level text with purpose and understanding.  CUMULATIVE PROGRESS INDICATOR  RF.3.4. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  CONTENT NJ.W.3. Progress Indicators for Writing  STRAND  Production and Distribution of Writing  CONTENT W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate task and purpose, (Grade-specific expectations for writing types are defined in standards 1-3 above.)  CONTENT W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  CONTENT STATEMENT  NJ.W.3. Progress Indicators for Writing  STRAND  Research to Build and Present Knowledge  CONTENT STATEMENT  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.   |          | 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.                    |
| CONTENT STATEMENT RF.3.4. Read with sufficient accuracy and fluency to support comprehension.  RF.3.4. Read grade-level text with purpose and understanding.  RF.3.4. Read grade-level text with purpose and understanding.  RF.3.4. Read grade-level text with purpose and understanding.  RF.3.4. Read grade-level text with purpose and understanding, rereading as necessary.  RF.3.4. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  RF.3.4. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  RF.3.4. With guidance and Distribution of Writing  CONTENT W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate task and purpose, (Grade-specific expectations for writing types are defined in standards 1–3 above.)  CONTENT W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  CONTENT STATEMENT NJ.W.3. Progress Indicators for Writing  Research to Build and Present Knowledge  CONTENT 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.  | AREA /   | NJ.RF.3.  | Progress Indicators for Reading Foundational Skills   |
| CUMULATIVE PROGRESS INDICATOR  RF.3.4.A. Read grade-level text with purpose and understanding.  RF.3.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  RF.3.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  RF.3.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  RF.3.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  RF.3.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Progress Indicators for 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.)  CONTENT  STATEMENT  W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  CONTENT  AREA I  STRAND  Research to Build and Present Knowledge  CONTENT  STATEMENT  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.  | STRAND   |           | Fluency   |
| PROGRESS INDICATOR  CUMULATIVE PROGRESS INDICATOR  RF.3.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  PROGRESS INDICATOR  NJ.W.3. Progress Indicators for Writing  STRAND  Production and Distribution of Writing  CONTENT W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate t task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  CONTENT W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  CONTENT STATEMENT  NJ.W.3. Progress Indicators for Writing  Research to Build and Present Knowledge  CONTENT 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.  CONTENT NJ.W.3. Progress Indicators for Writing  RESEARCH NJ.W.3. Progress Indicators for Writing  CONTENT NJ.W.3. Progress Indicators for Writing   |          | RF.3.4.   | Read with sufficient accuracy and fluency to support comprehension.   |
| PROGRESS INDICATOR  CONTENT AREA / ST ANDARD  Production and Distribution of Writing  CONTENT W3.4. 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.)  CONTENT W3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  CONTENT NJ.W.3. Progress Indicators for Writing  STRAND Research to Build and Present Knowledge  CONTENT W3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  CONTENT NJ.W.3. Progress Indicators for Writing  | PROGRESS | RF.3.4.A. | Read grade-level text with purpose and understanding.   |
| STRAND  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.)  CONTENT W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  CONTENT NJ.W.3. Progress Indicators for Writing  STRAND  Research to Build and Present Knowledge  CONTENT 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.  CONTENT NJ.W.3. Progress Indicators for Writing  Progress Indicators for Writing   | PROGRESS | RF.3.4.C. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |
| CONTENT STATEMENT  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.)  CONTENT STATEMENT  W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  CONTENT AREA / STANDARD  Research to Build and Present Knowledge  CONTENT STATEMENT  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.  CONTENT NJ.W.3. Progress Indicators for Writing   | AREA /   | NJ.W.3.   | Progress Indicators for Writing   |
| STATEMENT task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  CONTENT W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  CONTENT AREA / STANDARD  Research to Build and Present Knowledge  CONTENT STATEMENT  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.  CONTENT NJ.W.3. Progress Indicators for Writing  | STRAND   |           | Production and Distribution of Writing  |
| CONTENT AREA / STANDARD  Research to Build and Present Knowledge  CONTENT STANDARD  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.  CONTENT AREA /  NJ.W.3. Progress Indicators for 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.) |
| STRAND  Research to Build and Present Knowledge  CONTENT STATEMENT  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.  CONTENT AREA /   |          | W.3.5.    |   |
| CONTENT 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.  CONTENT AREA /  NJ.W.3. Progress Indicators for Writing  | AREA /   | NJ.W.3.   | Progress Indicators for Writing   |
| STATEMENT and sort evidence into provided categories.  CONTENT NJ.W.3. Progress Indicators for Writing AREA /  | STRAND   |           | Research to Build and Present Knowledge   |
| AREA /   |          | W.3.8.    |   |
|  | AREA /   | NJ.W.3.   | Progress Indicators for Writing   |

| STRAND                              |           | Range of Writing  |
|-------------------------------------|-----------|---|
| STRAND                              |           | Range of witting  |
| CONTENT<br>STATEMENT                | 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. |
| CONTENT<br>AREA /<br>STANDARD       | NJ.SL.3.  | Progress Indicators for Speaking and Listening  |
| STRAND                              |           | Comprehension and Collaboration   |
| CONTENT<br>STATEMENT                | 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.                                  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.A. | Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.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).   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.C. | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.D. | Explain their own ideas and understanding in light of the discussion.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.SL.3.  | Progress Indicators for Speaking and Listening  |
| STRAND                              |           | Comprehension and Collaboration   |
| CONTENT<br>STATEMENT                | 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.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.SL.3.  | Progress Indicators for Speaking and Listening  |
| STRAND                              |           | Presentation of Knowledge and Ideas   |
| CONTENT<br>STATEMENT                | 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.   |
| CONTENT<br>STATEMENT                | SL.3.6.   | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.   | Progress Indicators for Language  |
| STRAND                              |           | Conventions of Standard English   |
| CONTENT<br>STATEMENT                | L.3.1.    | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |

| PROGRESS<br>INDICATOR               | L.3.I.A. | sentences.   |
|-------------------------------------|----------|--|
| CONTENT<br>AREA /<br>ST ANDARD      | NJ.L.3.  | Progress Indicators for Language   |
| STRAND                              |          | Knowledge of Language  |
| CONTENT<br>STATEMENT                | L.3.3.   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.3.A. | Choose words and phrases for effect.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language   |
| STRAND                              |          | Vocabulary Acquisition and Use   |
| CONTENT<br>STATEMENT                | 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.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.4.A. | Use sentence-level context as a clue to the meaning of a word or phrase.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language   |
| STRAND                              |          | Vocabulary Acquisition and Use   |
| CONTENT<br>STATEMENT                | L.3.5.   | Demonstrate understanding of figurative language, word relationships and nuances in word meanings.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.5.A. | Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language   |
| STRAND                              |          | Vocabulary Acquisition and Use   |
| CONTENT<br>STATEMENT                | 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). |
|                                     |          | Mayflower, Part 2  |
|                                     |          | New Jersey Student Learning Standards  |
|                                     |          | Language Arts Grade 3 - Adopted: 2016  |
|                                     |          |  |

Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular

STRAND Text Types and Purposes

W.

NJSLSA. Anchor Standards: Writing

CONTENT

STANDARD

AREA /

CUMULATIVE

L.3.1.A.

| CONTENT<br>STATEMENT                | NJSLSA.<br>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.  |
|-------------------------------------|-----------------|---|
| CONTENT<br>AREA /<br>STANDARD       | NJSLSA.<br>W.   | Anchor Standards: Writing   |
| STRAND                              |                 | Production and Distribution of Writing  |
| CONTENT<br>STATEMENT                | NJSLSA.<br>W4.  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| CONTENT<br>STATEMENT                | NJSLSA.<br>W5.  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
| CONTENT<br>STATEMENT                | NJSLSA.<br>W6.  | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.   |
| CONTENT<br>AREA /<br>STANDARD       | NJSLSA.<br>W.   | Anchor Standards: Writing   |
| STRAND                              |                 | Range of Writing  |
| CONTENT<br>STATEMENT                | NJSLSA.<br>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.   |
| CONTENT<br>AREA /<br>STANDARD       | NJSLSA.L        | Anchor Standards: Language  |
| STRAND                              |                 | Conventions of Standard English   |
| CONTENT<br>STATEMENT                | NJSLSA.<br>L2.  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| CONTENT<br>AREA /<br>ST ANDARD      | NJSLSA.L        | Anchor Standards: Language  |
| STRAND                              |                 | Vocabulary Acquisition and Use  |
| CONTENT<br>STATEMENT                | NJSLSA.<br>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. |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.         | Progress Indicators for Writing   |
| STRAND                              |                 | Text Types and Purposes   |
| CONTENT<br>STATEMENT                | W.3.2.          | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | W.3.2.A.        | Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.   |

| CUMULATIVE<br>PROGRESS<br>INDICATOR | W.3.2.B. | Develop the topic with facts, definitions, and details.   |
|-------------------------------------|----------|---|
| CUMULATIVE<br>PROGRESS<br>INDICATOR | W.3.2.D. | Provide a conclusion.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.  | Progress Indicators for Writing   |
| STRAND                              |          | Production and Distribution of Writing  |
| CONTENT<br>STATEMENT                | 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.)                           |
| CONTENT<br>STATEMENT                | W.3.5.   | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.   |
| CONTENT<br>STATEMENT                | 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.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.  | Progress Indicators for Writing   |
| STRAND                              |          | Range of Writing  |
| CONTENT<br>STATEMENT                | 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. |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language  |
| STRAND                              |          | Conventions of Standard English   |
| CONTENT<br>STATEMENT                | L.3.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.1.A. | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.1.D. | Form and use regular and irregular verbs.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.1.F. | Ensure subject-verb and pronoun-antecedent agreement.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language  |
| STRAND                              |          | Conventions of Standard English   |
|                                     |          |   |

| CONTENT<br>STATEMENT                | L.3.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
|-------------------------------------|----------|---|
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.2.A. | Capitalize appropriate words in titles.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.2.E. | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).               |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.2.F. | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language  |
| STRAND                              |          | Knowledge of Language   |
| CONTENT<br>STATEMENT                | L.3.3.   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.3.A. | Choose words and phrases for effect.  |

#### My Friend, Part 1

## New Jersey Student Learning Standards Language Arts

Grade 3 - Adopted: 2016

CONTENT AREA / STANDARD

CONTENT

AREA /

R.

W.

NJSLSA. Anchor Standards: Reading

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

CONTENT NJSLSA. Anchor Standards: Writing AREA / W. STANDARD

NJSLSA. Anchor Standards: Writing

| STRAND               |                | Text Types and Purposes  |
|----------------------|----------------|--|
| CONTENT<br>STATEMENT | NJSLSA.<br>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. |

| STANDARD  |         |   |
|-----------|---------|---|
| STRAND    |         | Production and Distribution of Writing  |
| CONTENT   | NJSLSA. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, |
| STATEMENT | W4.     | purpose, and audience.  |

| CONTENT<br>STATEMENT          | NJSLSA.<br>W5.  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
|-------------------------------|-----------------|---|
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>W.   | Anchor Standards: Writing   |
| STRAND                        |                 | Range of Writing  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.   |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>SL.  | Anchor Standards: Speaking and Listening  |
| STRAND                        |                 | Comprehension and Collaboration   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.  |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>SL.  | Anchor Standards: Speaking and Listening  |
| STRAND                        |                 | Presentation of Knowledge and Ideas   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>SL6. | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.   |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.I        | _Anchor Standards: Language   |
| STRAND                        |                 | Conventions of Standard English   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>L1.  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.I        | _Anchor Standards: Language   |
| STRAND                        |                 | Knowledge of Language   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.   |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.I        | _Anchor Standards: Language   |
| STRAND                        |                 | Vocabulary Acquisition and Use  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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. |

| CONTENT         |  |
|-----------------|--|
| AREA /          |  |
| <b>STANDARD</b> |  |

## NJ.RI.3. Progress Indicators for Reading Informational Text

| STRAND                              |           | Craft and Structure   |
|-------------------------------------|-----------|---|
| CONTENT<br>STATEMENT                | 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.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.   | Progress Indicators for Writing   |
| STRAND                              |           | Text Types and Purposes   |
| CONTENT<br>STATEMENT                | W.3.2.    | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | W.3.2.A.  | Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.   | Progress Indicators for Writing   |
| STRAND                              |           | Production and Distribution of Writing  |
| CONTENT<br>STATEMENT                | 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.)                           |
| CONTENT<br>STATEMENT                | W.3.5.    | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.   | Progress Indicators for Writing   |
| STRAND                              |           | Range of Writing  |
| CONTENT<br>STATEMENT                | 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. |
| CONTENT<br>AREA /<br>STANDARD       | NJ.SL.3.  | Progress Indicators for Speaking and Listening  |
| STRAND                              |           | Comprehension and Collaboration   |
| CONTENT<br>STATEMENT                | 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.                                  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.A. | Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.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).   |

| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.C. | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  |
|-------------------------------------|-----------|--|
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.D. | Explain their own ideas and understanding in light of the discussion.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.SL.3.  | Progress Indicators for Speaking and Listening   |
| STRAND                              |           | Presentation of Knowledge and Ideas  |
| CONTENT<br>STATEMENT                | 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.  |
| CONTENT<br>STATEMENT                | SL.3.6.   | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.   | Progress Indicators for Language   |
| STRAND                              |           | Knowledge of Language  |
| CONTENT<br>STATEMENT                | L.3.3.    | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.3.A.  | Choose words and phrases for effect.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.   | Progress Indicators for Language   |
| STRAND                              |           | Vocabulary Acquisition and Use   |
| CONTENT<br>STATEMENT                | 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). |
|                                     |           | My Friend, Part 2  |
|                                     |           | New Jersey Student Learning Standards  Language Arts  Grade 3 - Adopted: 2016  |
| CONTENE                             | N. 10: 0: | A selection of a selection of a selection  |

CONTENT AREA / STANDARD

NJSLSA. Anchor Standards: Writing W.

| STRAND               |                | Text Types and Purposes  |
|----------------------|----------------|--|
| CONTENT<br>STATEMENT | NJSLSA.<br>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. |

CONTENT NJSLSA. Anchor Standards: Writing AREA / W. STANDARD

| STRAND                              |                 | Production and Distribution of Writing  |
|-------------------------------------|-----------------|---|
| CONTENT<br>STATEMENT                | NJSLSA.<br>W4.  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| CONTENT<br>STATEMENT                | NJSLSA.<br>W5.  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
| CONTENT<br>STATEMENT                | NJSLSA.<br>W6.  | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.   |
| CONTENT<br>AREA /<br>STANDARD       | NJSLSA.<br>W.   | Anchor Standards: Writing   |
| STRAND                              |                 | Range of Writing  |
| CONTENT<br>STATEMENT                | NJSLSA.<br>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.   |
| CONTENT<br>AREA /<br>STANDARD       | NJSLSA.L        | Anchor Standards: Language  |
| STRAND                              |                 | Conventions of Standard English   |
| CONTENT<br>STATEMENT                | NJSLSA.<br>L1.  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| CONTENT<br>STATEMENT                | NJSLSA.<br>L2.  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| CONTENT<br>AREA /<br>STANDARD       | NJSLSA.L        | Anchor Standards: Language  |
| STRAND                              |                 | Vocabulary Acquisition and Use  |
| CONTENT<br>STATEMENT                | NJSLSA.<br>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. |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.         | Progress Indicators for Writing   |
| STRAND                              |                 | Text Types and Purposes   |
| CONTENT                             | W.3.2.          | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | W.3.2.A.        | Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | W.3.2.B.        | Develop the topic with facts, definitions, and details.   |

| CUMULATIVE<br>PROGRESS<br>INDICATOR | W.3.2.D. | Provide a conclusion.   |
|-------------------------------------|----------|---|
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.  | Progress Indicators for Writing   |
| STRAND                              |          | Production and Distribution of Writing  |
| CONTENT                             | 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.)                           |
| CONTENT                             | W.3.5.   | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.   |
| CONTENT<br>STATEMENT                | 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.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.  | Progress Indicators for Writing   |
| STRAND                              |          | Range of Writing  |
| CONTENT<br>STATEMENT                | 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. |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language  |
| STRAND                              |          | Conventions of Standard English   |
| CONTENT<br>STATEMENT                | L.3.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.1.A. | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.1.D. | Form and use regular and irregular verbs.   |
| CONTENT<br>AREA /<br>ST ANDARD      | NJ.L.3.  | Progress Indicators for Language  |
| STRAND                              |          | Conventions of Standard English   |
| CONTENT<br>STATEMENT                | L.3.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.2.A. | Capitalize appropriate words in titles.   |

| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.2.E.       | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).                                       |
|-------------------------------------|----------------|---|
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.2.F.       | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.                         |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.        | Progress Indicators for Language  |
| STRAND                              |                | Knowledge of Language   |
| CONTENT<br>STATEMENT                | L.3.3.         | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.3.A.       | Choose words and phrases for effect.  |
|                                     |                | My House, Part 1  |
|                                     |                | New Jersey Student Learning Standards   |
|                                     |                | Language Arts   |
|                                     |                | Grade 3 - Adopted: 2016   |
| CONTENT<br>AREA /<br>STANDARD       | NJSLSA.<br>R.  | Anchor Standards: Reading   |
| STRAND                              |                | Craft and Structure   |
| CONTENT<br>STATEMENT                | NJSLSA.<br>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. |
| CONTENT<br>AREA /<br>STANDARD       | NJSLSA.<br>W.  | Anchor Standards: Writing   |
| STRAND                              |                | Text Types and Purposes   |
| CONTENT                             | NJSLSA.<br>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.      |
| CONTENT<br>AREA /<br>STANDARD       | NJSLSA.<br>W.  | Anchor Standards: Writing   |
| STRAND                              |                | Production and Distribution of Writing  |
| CONTENT<br>STATEMENT                | NJSLSA.<br>W4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| CONTENT<br>STATEMENT                | NJSLSA.<br>W5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
| CONTENT<br>AREA /<br>STANDARD       | NJSLSA.<br>W.  | Anchor Standards: Writing   |
| STRAND                              |                | Pange of Writing  |

STRAND

Range of Writing

| STRAND  COMPENS STANDARD  COMPENS STANDARD  CONTENT  NJSLSA. 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.  CONTENT AREA I STANDARD  NJSLSA. Anchor Standards: Speaking and Listening STANDARD  Presentation of Knowledge and Ideas  CONTENT STANDARD  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.  CONTENT SL4.  CONTENT SL5.  NJSLSA. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  CONTENT AREA I SL5.  NJSLSA. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  CONTENT AREA I SL5.  NJSLSA. Anchor Standards: Language  STRAND  CONTENT NJSLSA. Demonstrate command of the conventions of standard English grammar and usage when virting or speaking.  L1.  NJSLSA. Apply knowledge of Language  Knowledge of Language  CONTENT NJSLSA. Apply knowledge of language to understand how language functions in different contexts, to make effective choices STANDARD  NJSLSA. Apply knowledge of language  CONTENT NJSLSA. Apply knowledge of language to understand how language functions in different contexts, to make effective choices or transparent to the context of the con |                                |          |  |
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| CONTENT STANDARD  CONTENT AREA I  NASLSA Anchor Standards: Speaking and Listening  STAND  Presentation of Knowledge and Ideas  CONTENT STANDARD  Presentation of Knowledge and Ideas  CONTENT STANDARD  NASLSA Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when included or appropriate.  CONTENT STANDARD  CONTENT STANDARD  CONTENT AREA I  NASLSA Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when included or appropriate.  CONTENT AREA I  STANDARD  CONTENT AREA I  NASLSA Anchor Standards: Language  STRAND  CONTENT AREA I  NASLSA Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  L1.  CONTENT AREA I  NASLSA Anchor Standards: Language  STRAND  Knowledge of Language  Knowledge of Language  STRAND  Knowledge of Language  NASLSA Apply knowledge of language to understand how language functions in different contexts, to make effective choices transpared to the convention of standards and domain-specific words and phrases sufficient for gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.  CONTENT ANDARD  STRAND  CONTENT NASLSA Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.  CONTENT STANDARD  CONTENT NASLSA Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3  STRAND  CONTENT RANDARD  Craft and Structure  CONTENT RANDARD  Craft and Structure   | STRAND                         |          | Comprehension and Collaboration  |
| STRAND  Presentation of Knowledge and Ideas  CONTENT  NUSLSA. 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.  CONTENT  STATEMENT  NUSLSA. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  CONTENT  STATEMENT  NUSLSA. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  CONTENT  AREA I  STRAND  Conventions of Standard English  CONTENT  NUSLSA. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  L1.  NUSLSA. Anchor Standards: Language  STRAND  Knowledge of Language  CONTENT  NUSLSA. 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 listering.  CONTENT  NUSLSA. Apply knowledge of language  TARDARD  NUSLSA. Apply knowledge of language  CONTENT  NUSLSA. Apply knowledge of language  TARDARD  Vocabulary Acquisition and Use  CONTENT  NUSLSA. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listering at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.  CONTENT  NJR.3. Progress indicators for Reading Informational Text  STANDARD  Craft and Structure  CONTENT  R13.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade s   |                                |          |  |
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| STATEMENT SL4. organization, development, and style are appropriate to task, purpose, and audience.  CONTENT STATEMENT SL5. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  CONTENT STATEMENT SL5. Indicated or appropriate.  CONTENT AREA I STANDARD  CONTENT NJSLSAL Anchor Standards: Language  STRAND Conventions of Standard English  CONTENT NJSLSAL Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  L1. NJSLSAL Anchor Standards: Language  STRAND Knowledge of Language  CONTENT NJSLSA. 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.  CONTENT AREA I STANDARD  STRAND Vocabulary Acquisition and Use  CONTENT NJSLSAL Anchor Standards: Language  STRAND Vocabulary Acquisition and Use  CONTENT NJSLSA. 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.  CONTENT NJR1.3. Progress Indicators for Reading Informational Text  STANDARD  Craft and Structure  CONTENT R13.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3   | STRAND                         |          | Presentation of Knowledge and Ideas  |
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| STRAND  Knowledge of Language  CONTENT NJSLSA. 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.  CONTENT NJSLSA. 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.  CONTENT NJSLSA. Anchor Standards: Language  STRAND  Vocabulary Acquisition and Use  CONTENT NJSLSA. 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.  CONTENT NJ.RI.3. Progress Indicators for Reading Informational Text  STRAND  Craft and Structure  CONTENT RI.3. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3  | STRAND                         |          | Conventions of Standard English  |
| STRAND  Knowledge of Language  CONTENT STATEMENT 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.  CONTENT AREA / STANDARD  NJSLSA. Anchor Standards: Language  STRAND  Vocabulary Acquisition and Use  CONTENT STATEMENT NJSLSA. 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.  CONTENT AREA / STANDARD  Craft and Structure  CONTENT RI.3. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3  |                                |          | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.           |
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| STATEMENT L3. for meaning or style, and to comprehend more fully when reading or listening.  CONTENT AREA / STANDARD  Vocabulary Acquisition and Use  CONTENT NJSLSA. 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.  CONTENT NJ.RI.3. Progress Indicators for Reading Informational Text  STAND Craft and Structure  CONTENT RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3   | STRAND                         |          | Knowledge of Language  |
| STRAND  Vocabulary Acquisition and Use  CONTENT STATEMENT  NJSLSA. 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.  CONTENT AREA / STANDARD  Craft and Structure  CONTENT  RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3   |                                |          |  |
| CONTENT STATEMENT  NJSLSA. 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.  CONTENT AREA / STAND  Craft and Structure  CONTENT RI.3. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3   | CONTENT<br>AREA /<br>ST ANDARD | NJSLSA.L | _Anchor Standards: Language  |
| STATEMENT  L6. 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.  CONTENT AREA / STANDARD  Craft and Structure  CONTENT RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3  | STRAND                         |          | Vocabulary Acquisition and Use   |
| AREA / STANDARD  STRAND  Craft and Structure  CONTENT RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3  |                                |          | reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in |
| CONTENT RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3  | CONTENT<br>AREA /<br>STANDARD  | NJ.RI.3. | Progress Indicators for Reading Informational Text   |
|  | STRAND                         |          | Craft and Structure  |
|  |                                | RI.3.4.  |  |

| CONTENT  |
|----------|
| AREA /   |
| STANDARD |

## NJ.W.3. Progress Indicators for Writing

| STRAND                              |           | Text Types and Purposes   |
|-------------------------------------|-----------|---|
| CONTENT<br>STATEMENT                | W.3.2.    | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | W.3.2.A.  | Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.   | Progress Indicators for Writing   |
| STRAND                              |           | Production and Distribution of Writing  |
| CONTENT<br>STATEMENT                | 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.)                           |
| CONTENT<br>STATEMENT                | W.3.5.    | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.   | Progress Indicators for Writing   |
| STRAND                              |           | Range of Writing  |
| CONTENT                             | 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. |
| CONTENT<br>AREA /<br>STANDARD       | NJ.SL.3.  | Progress Indicators for Speaking and Listening  |
| STRAND                              |           | Comprehension and Collaboration   |
| CONTENT<br>STATEMENT                | 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.                                  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.A. | Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.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).   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.C. | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.D. | Explain their own ideas and understanding in light of the discussion.   |

# CONTENT AREA / STANDARD

## NJ.SL.3. Progress Indicators for Speaking and Listening

| STRAND                              |          | Presentation of Knowledge and Ideas  |
|-------------------------------------|----------|--|
| CONTENT<br>STATEMENT                | 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.  |
| CONTENT<br>STATEMENT                | SL.3.6.  | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language   |
| STRAND                              |          | Knowledge of Language  |
| CONTENT<br>STATEMENT                | L.3.3.   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.3.A. | Choose words and phrases for effect.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language   |
| STRAND                              |          | Vocabulary Acquisition and Use   |
| CONTENT<br>STATEMENT                | 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). |
|                                     |          | My House Part 2  |

## My House, Part 2

## New Jersey Student Learning Standards Language Arts

Grade 3 - Adopted: 2016

| CONTENT         |  |
|-----------------|--|
| AREA /          |  |
| <b>STANDARD</b> |  |

NJSLSA. Anchor Standards: Writing

| STRAND               |                | Text Types and Purposes  |
|----------------------|----------------|--|
| CONTENT<br>STATEMENT | NJSLSA.<br>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. |

# CONTENT AREA / STANDARD

W.

NJSLSA. Anchor Standards: Writing

| STRAND               |                | Production and Distribution of Writing   |
|----------------------|----------------|--|
| CONTENT<br>STATEMENT | NJSLSA.<br>W4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| CONTENT<br>STATEMENT | NJSLSA.<br>W5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                        |

| CONTENT<br>STATEMENT                | NJSLSA.<br>W6.  | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.   |
|-------------------------------------|-----------------|---|
| CONTENT<br>AREA /<br>STANDARD       | NJSLSA.<br>W.   | Anchor Standards: Writing   |
| STRAND                              |                 | Range of Writing  |
| CONTENT<br>STATEMENT                | NJSLSA.<br>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.   |
| CONTENT<br>AREA /<br>STANDARD       | NJSLSA.I        | _Anchor Standards: Language   |
| STRAND                              |                 | Conventions of Standard English   |
| CONTENT<br>STATEMENT                | NJSLSA.<br>L1.  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| CONTENT<br>STATEMENT                | NJSLSA.<br>L2.  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| CONTENT                             | NJSLSA.L        | _ Anchor Standards: Language  |
| AREA /<br>STANDARD                  | •               |   |
| STRAND                              |                 | Vocabulary Acquisition and Use  |
| CONTENT<br>STATEMENT                | NJSLSA.<br>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. |
| CONTENT<br>AREA /<br>ST ANDARD      | NJ.W.3.         | Progress Indicators for Writing   |
| STRAND                              |                 | Text Types and Purposes   |
| CONTENT<br>STATEMENT                | W.3.2.          | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | W.3.2.A.        | Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | W.3.2.B.        | Develop the topic with facts, definitions, and details.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | W.3.2.D.        | Provide a conclusion.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.         | Progress Indicators for Writing   |
| STRAND                              |                 | Production and Distribution of Writing  |
|                                     |                 |   |

| CONTENT<br>STATEMENT                | 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.)                           |
|-------------------------------------|----------|---|
| CONTENT<br>STATEMENT                | W.3.5.   | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.   |
| CONTENT<br>STATEMENT                | 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.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.  | Progress Indicators for Writing   |
| STRAND                              |          | Range of Writing  |
| CONTENT<br>STATEMENT                | 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. |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language  |
| STRAND                              |          | Conventions of Standard English   |
| CONTENT<br>STATEMENT                | L.3.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.1.A. | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.1.D. | Form and use regular and irregular verbs.   |
| CONTENT<br>AREA /<br>ST ANDARD      | NJ.L.3.  | Progress Indicators for Language  |
| STRAND                              |          | Conventions of Standard English   |
| CONTENT<br>STATEMENT                | L.3.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.2.A. | Capitalize appropriate words in titles.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.2.E. | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.2.F. | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.   |
| CONTENT                             | NJ.L.3.  | Progress Indicators for Language  |

| STRAND                              |                 | Knowledge of Language  |
|-------------------------------------|-----------------|--|
| CONTENT                             | L.3.3.          | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.3.A.        | Choose words and phrases for effect.   |
|                                     |                 | Nile River, Yangtze River  |
|                                     |                 | New Jersey Student Learning Standards  |
|                                     |                 | Language Arts Grade 3 - Adopted: 2016  |
| CONTENT<br>AREA /<br>STANDARD       | NJSLSA.<br>R.   | Anchor Standards: Reading  |
| STRAND                              |                 | Key Ideas and Details  |
| CONTENT<br>STATEMENT                | NJSLSA.<br>R2.  | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.   |
| CONTENT<br>STATEMENT                | NJSLSA.<br>R3.  | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.   |
| CONTENT<br>AREA /<br>STANDARD       | NJSLSA.<br>R.   | Anchor Standards: Reading  |
| STRAND                              |                 | Craft and Structure  |
| CONTENT<br>STATEMENT                | NJSLSA.<br>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.    |
| CONTENT<br>STATEMENT                | NJSLSA.<br>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. |
| CONTENT<br>AREA /<br>STANDARD       | NJSLSA.<br>R.   | Anchor Standards: Reading  |
| STRAND                              |                 | Range of Reading and Level of Text Complexity  |
| CONTENT<br>STATEMENT                | NJSLSA.<br>R10. | Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.  |
| CONTENT<br>AREA /<br>STANDARD       | NJSLSA.<br>W.   | Anchor Standards: Writing  |
| STRAND                              |                 | Production and Distribution of Writing   |
| CONTENT<br>STATEMENT                | NJSLSA.<br>W5.  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
| CONTENT<br>AREA /<br>STANDARD       | NJSLSA.<br>SL.  | Anchor Standards: Speaking and Listening   |
| STRAND                              |                 | Comprehension and Collaboration  |
|                                     |                 |  |

| CONTENT<br>STATEMENT           | NJSLSA.<br>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.  |
|--------------------------------|-----------------|---|
| CONTENT<br>AREA /<br>STANDARD  | NJSLSA.<br>SL.  | Anchor Standards: Speaking and Listening  |
| STRAND                         |                 | Presentation of Knowledge and Ideas   |
| CONTENT<br>STATEMENT           | NJSLSA.<br>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.  |
| CONTENT<br>STATEMENT           | NJSLSA.<br>SL6. | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.   |
| CONTENT<br>AREA /<br>ST ANDARD | NJSLSA.I        | L Anchor Standards: Language  |
| STRAND                         |                 | Conventions of Standard English   |
| CONTENT<br>STATEMENT           | NJSLSA.<br>L1.  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| CONTENT<br>AREA /<br>STANDARD  | NJSLSA.I        | L Anchor Standards: Language  |
| STRAND                         |                 | Knowledge of Language   |
| CONTENT<br>STATEMENT           | NJSLSA.<br>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.   |
| CONTENT<br>AREA /<br>STANDARD  | NJSLSA.I        | L Anchor Standards: Language  |
| STRAND                         |                 | Vocabulary Acquisition and Use  |
| CONTENT<br>STATEMENT           | NJSLSA.<br>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.   |
| CONTENT<br>STATEMENT           | NJSLSA.<br>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. |
| CONTENT<br>AREA /<br>STANDARD  | NJ.RI.3.        | Progress Indicators for Reading Informational Text  |
| STRAND                         |                 | Key Ideas and Details   |
| CONTENT<br>STATEMENT           | RI.3.2.         | Determine the main idea of a text; recount the key details and explain how they support the main idea.  |
| CONTENT<br>AREA /<br>STANDARD  | NJ.RI.3.        | Progress Indicators for Reading Informational Text  |
| STRAND                         |                 | Craft and Structure   |
|                                |                 |   |

| CONTENT<br>STATEMENT                | 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.  |
|-------------------------------------|-----------|---|
| CONTENT<br>AREA /<br>STANDARD       | NJ.RI.3.  | Progress Indicators for Reading Informational Text  |
| STRAND                              |           | Integration of Knowledge and Ideas  |
| CONTENT<br>STATEMENT                | 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).         |
| CONTENT<br>STATEMENT                | 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. |
| CONTENT<br>AREA /<br>STANDARD       | NJ.RF.3.  | Progress Indicators for Reading Foundational Skills   |
| STRAND                              |           | Phonics and Word Recognition  |
| CONTENT<br>STATEMENT                | RF.3.3.   | Know and apply grade-level phonics and word analysis skills in decoding and encoding words.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | RF.3.3.A. | Identify and know the meaning of the most common prefixes and derivational suffixes.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | RF.3.3.B. | Decode words with common Latin suffixes.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.RF.3.  | Progress Indicators for Reading Foundational Skills   |
| STRAND                              |           | Fluency   |
| CONTENT<br>STATEMENT                | RF.3.4.   | Read with sufficient accuracy and fluency to support comprehension.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | RF.3.4.A. | Read grade-level text with purpose and understanding.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | RF.3.4.C. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.   | Progress Indicators for Writing   |
| STRAND                              |           | Production and Distribution of Writing  |
| CONTENT<br>STATEMENT                | W.3.5.    | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.SL.3.  | Progress Indicators for Speaking and Listening  |

| STRAND                              |           | Comprehension and Collaboration  |  |
|-------------------------------------|-----------|--|--|
| CONTENT<br>STATEMENT                | 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. |  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.A. | Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.   |  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.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).                          |  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.C. | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  |  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.D. | Explain their own ideas and understanding in light of the discussion.  |  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.SL.3.  | Progress Indicators for Speaking and Listening   |  |
| STRAND                              |           | Comprehension and Collaboration  |  |
| CONTENT<br>STATEMENT                | 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.  |  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.SL.3.  | Progress Indicators for Speaking and Listening   |  |
| STRAND                              |           | Presentation of Knowledge and Ideas  |  |
| CONTENT<br>STATEMENT                | 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.  |  |
| CONTENT<br>STATEMENT                | SL.3.6.   | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  |  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.   | Progress Indicators for Language   |  |
| STRAND                              |           | Conventions of Standard English  |  |
| CONTENT<br>STATEMENT                | L.3.2.    | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.2.E.  | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).  |  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.   | Progress Indicators for Language   |  |
| STRAND                              |           | Vocabulary Acquisition and Use   |  |

| CONTENT<br>STATEMENT                                 | 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.  |
|--|----------|--|
| CUMULATIVE<br>PROGRESS<br>INDICATOR                  | L.3.4.A. | Use sentence-level context as a clue to the meaning of a word or phrase.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR                  | L.3.4.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).   |
| CONTENT<br>AREA /<br>STANDARD                        | NJ.L.3.  | Progress Indicators for Language   |
| STRAND   |          | Vocabulary Acquisition and Use   |
| CONTENT<br>STATEMENT                                 | L.3.5.   | Demonstrate understanding of figurative language, word relationships and nuances in word meanings.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR                  | L.3.5.A. | Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).  |
| CONTENT<br>AREA /<br>STANDARD                        | NJ.L.3.  | Progress Indicators for Language   |
| STRAND   |          | Vocabulary Acquisition and Use   |
| CONTENT  | 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). |
|  |          | Orchestra and Conductor  |
| New Jersey Student Learning Standards  Language Arts |          |  |

Grade 3 - Adopted: 2016

CONTENT AREA / STANDARD

NJSLSA. Anchor Standards: Reading R.

| STRAND               |                | Key Ideas and Details  |
|----------------------|----------------|--|
| CONTENT<br>STATEMENT | NJSLSA.<br>R2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| CONTENT<br>STATEMENT | NJSLSA.<br>R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.                         |

| CONTENT  | NJSLSA. | Anchor Standards: Reading |
|----------|---------|---------------------------|
| AREA /   | R.      |                           |
| STANDARD |         |                           |

| STRAND               |                | Craft and Structure   |
|----------------------|----------------|---|
| CONTENT<br>STATEMENT | NJSLSA.<br>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. |

| CONTENT<br>STATEMENT   | NJSLSA.<br>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.   |
|--|--|--|
| CONTENT<br>AREA /<br>STANDARD  | NJSLSA.<br>R.                                  | Anchor Standards: Reading  |
| STRAND   |  | Range of Reading and Level of Text Complexity  |
| CONTENT<br>STATEMENT   | NJSLSA.<br>R10.                                | Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.  |
| CONTENT<br>AREA /<br>STANDARD  | NJSLSA.<br>W.                                  | Anchor Standards: Writing  |
| STRAND   |  | Production and Distribution of Writing   |
| CONTENT<br>STATEMENT   | NJSLSA.<br>W5.                                 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
| CONTENT<br>AREA /<br>STANDARD  | NJSLSA.<br>SL.                                 | Anchor Standards: Speaking and Listening   |
| STRAND   |  | Comprehension and Collaboration  |
| CONTENT<br>STATEMENT   | NJSLSA.<br>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.   |
|  |  |  |
| CONTENT<br>AREA /<br>STANDARD  | NJSLSA.<br>SL.                                 | Anchor Standards: Speaking and Listening   |
| AREA /   |  | Anchor Standards: Speaking and Listening  Presentation of Knowledge and Ideas  |
| AREA /<br>STANDARD   |  | Presentation of Knowledge and Ideas  |
| ST RAND  CONTENT   | SL.  | Presentation of Knowledge and Ideas  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.  |
| ST RAND  CONTENT STATEMENT  CONTENT  | NJSLSA.<br>SL4.<br>NJSLSA.<br>SL6.             | Presentation of Knowledge and Ideas  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.  Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when   |
| ST RAND  CONTENT STATEMENT  CONTENT STATEMENT  CONTENT AREA /  | NJSLSA.<br>SL4.<br>NJSLSA.<br>SL6.             | Presentation of Knowledge and Ideas  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.  Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.   |
| STRAND  CONTENT STATEMENT  CONTENT STATEMENT  CONTENT AREA / STANDARD  | NJSLSA.<br>SL4.<br>NJSLSA.<br>SL6.             | Presentation of Knowledge and Ideas  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.  Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  Anchor Standards: Language  Conventions of Standard English  |
| AREA / STANDARD  STRAND  CONTENT STATEMENT  CONTENT STATEMENT  CONTENT AREA / STANDARD  STRAND  CONTENT                        | NJSLSA. SL4.  NJSLSA. SL6.  NJSLSA.L  NJSLSA.L | Presentation of Knowledge and Ideas  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.  Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  Anchor Standards: Language  Conventions of Standard English  |
| STRAND  CONTENT STATEMENT  CONTENT STATEMENT  CONTENT AREA / STAND  CONTENT STATEMENT  CONTENT AREA / STAND  CONTENT STATEMENT | NJSLSA. SL4.  NJSLSA. SL6.  NJSLSA.L  NJSLSA.L | Present ation of Knowledge and Ideas  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.  Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  Anchor Standards: Language  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

**INDICATOR** 

| STRAND                              |                | Vocabulary Acquisition and Use  |
|-------------------------------------|----------------|---|
| CONTENT<br>STATEMENT                | NJSLSA.<br>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.   |
| CONTENT                             | NJSLSA.<br>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. |
| CONTENT<br>AREA /<br>STANDARD       | NJ.RI.3.       | Progress Indicators for Reading Informational Text  |
| STRAND                              |                | Key Ideas and Details   |
| CONTENT<br>STATEMENT                | RI.3.2.        | Determine the main idea of a text; recount the key details and explain how they support the main idea.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.RI.3.       | Progress Indicators for Reading Informational Text  |
| STRAND                              |                | Craft and Structure   |
| CONTENT<br>STATEMENT                | 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.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.RI.3.       | Progress Indicators for Reading Informational Text  |
| STRAND                              |                | Integration of Knowledge and Ideas  |
| CONTENT<br>STATEMENT                | 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).   |
| CONTENT<br>STATEMENT                | 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.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.RF.3.       | Progress Indicators for Reading Foundational Skills   |
| STRAND                              |                | Phonics and Word Recognition  |
| CONTENT<br>STATEMENT                | RF.3.3.        | Know and apply grade-level phonics and word analysis skills in decoding and encoding words.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | RF.3.3.A.      | Identify and know the meaning of the most common prefixes and derivational suffixes.  |
| CUMULATIVE<br>PROGRESS              | RF.3.3.B.      | Decode words with common Latin suffixes.  |

## NJ.RF.3. Progress Indicators for Reading Foundational Skills

| STRAND                              |           | Fluency  |
|-------------------------------------|-----------|--|
| CONTENT<br>STATEMENT                | RF.3.4.   | Read with sufficient accuracy and fluency to support comprehension.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | RF.3.4.A. | Read grade-level text with purpose and understanding.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | RF.3.4.C. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.   | Progress Indicators for Writing  |
| STRAND                              |           | Production and Distribution of Writing   |
| CONTENT<br>STATEMENT                | W.3.5.    | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.SL.3.  | Progress Indicators for Speaking and Listening   |
| STRAND                              |           | Comprehension and Collaboration  |
| CONTENT<br>STATEMENT                | 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. |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.A. | Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.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).                          |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.C. | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.D. | Explain their own ideas and understanding in light of the discussion.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.SL.3.  | Progress Indicators for Speaking and Listening   |
| STRAND                              |           | Comprehension and Collaboration  |
| CONTENT<br>STATEMENT                | 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.  |

## NJ.SL.3. Progress Indicators for Speaking and Listening

| STRAND                              |          | Presentation of Knowledge and Ideas  |
|-------------------------------------|----------|--|
| CONTENT<br>STATEMENT                | 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.          |
| CONTENT<br>STATEMENT                | SL.3.6.  | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language   |
| STRAND                              |          | Conventions of Standard English  |
| CONTENT<br>STATEMENT                | L.3.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.2.E. | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).                            |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language   |
| STRAND                              |          | Vocabulary Acquisition and Use   |
| CONTENT<br>STATEMENT                | 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.            |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.4.A. | Use sentence-level context as a clue to the meaning of a word or phrase.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.4.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). |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language   |
| STRAND                              |          | Vocabulary Acquisition and Use   |
| CONTENT<br>STATEMENT                | L.3.5.   | Demonstrate understanding of figurative language, word relationships and nuances in word meanings.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.5.A. | Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language   |
| STRAND                              |          | Vocabulary Acquisition and Use   |

| STATEMENT                     | 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). |
|-------------------------------|-----------------|--|
|                               |                 | Roanoke, Part 1  |
|                               |                 | New Jersey Student Learning Standards  Language Arts  Grade 3 - Adopted: 2016  |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>R.   | Anchor Standards: Reading  |
| STRAND                        |                 | Key Ideas and Details  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>R2.  | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>R3.  | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.   |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>R.   | Anchor Standards: Reading  |
| STRAND                        |                 | Craft and Structure  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.   |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>R.   | Anchor Standards: Reading  |
| STRAND                        |                 | Integration of Knowledge and Ideas   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>R7.  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.   |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>R.   | Anchor Standards: Reading  |
| STRAND                        |                 | Range of Reading and Level of Text Complexity  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>R10. | Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.  |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>W.   | Anchor Standards: Writing  |
| STRAND                        |                 | Text Types and Purposes  |

| CONTENT<br>STATEMENT          | NJSLSA.<br>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.                   |
|-------------------------------|-----------------|--|
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>W.   | Anchor Standards: Writing  |
| STRAND                        |                 | Production and Distribution of Writing   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>W4.  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>W5.  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>W.   | Anchor Standards: Writing  |
| STRAND                        |                 | Research to Build and Present Knowledge  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.                        |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>W.   | Anchor Standards: Writing  |
| STRAND                        |                 | Range of Writing   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.        |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>SL.  | Anchor Standards: Speaking and Listening   |
| STRAND                        |                 | Comprehension and Collaboration  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.               |
| CONTENT<br>STATEMENT          | NJSLSA.<br>SL2. | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.   |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>SL.  | Anchor Standards: Speaking and Listening   |
| STRAND                        |                 | Presentation of Knowledge and Ideas  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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. |
| CONTENT<br>STATEMENT          | NJSLSA.<br>SL6. | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  |

| CONTENT  |
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| AREA /   |
| STANDARD |

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|-------------------------------|----------------|---|
| STRAND                        |                | Conventions of Standard English   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>L1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.L       | Anchor Standards: Language  |
| STRAND                        |                | Knowledge of Language   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.   |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.L       | . Anchor Standards: Language  |
| STRAND                        |                | Vocabulary Acquisition and Use  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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. |
| CONTENT<br>AREA /<br>STANDARD | NJ.RI.3.       | Progress Indicators for Reading Informational Text  |
| STRAND                        |                | Key Ideas and Details   |
| CONTENT<br>STATEMENT          | RI.3.2.        | Determine the main idea of a text; recount the key details and explain how they support the main idea.  |
| CONTENT<br>AREA /<br>STANDARD | NJ.RI.3.       | Progress Indicators for Reading Informational Text  |
| STRAND                        |                | Craft and Structure   |
| CONTENT<br>STATEMENT          | 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.  |
| CONTENT<br>AREA /<br>STANDARD | NJ.RI.3.       | Progress Indicators for Reading Informational Text  |
| STRAND                        |                | Integration of Knowledge and Ideas  |
| CONTENT<br>STATEMENT          | 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).   |
| CONTENT<br>STATEMENT          | 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.   |

| CONTENT<br>STATEMENT                | 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.  |
|-------------------------------------|-----------|---|
| CONTENT<br>AREA /<br>STANDARD       | NJ.RF.3.  | Progress Indicators for Reading Foundational Skills   |
| STRAND                              |           | Fluency   |
| CONTENT<br>STATEMENT                | RF.3.4.   | Read with sufficient accuracy and fluency to support comprehension.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | RF.3.4.A. | Read grade-level text with purpose and understanding.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | RF.3.4.C. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |
| CONTENT<br>AREA /<br>ST ANDARD      | NJ.W.3.   | Progress Indicators for Writing   |
| STRAND                              |           | Production and Distribution of Writing  |
| CONTENT<br>STATEMENT                | 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.)                           |
| CONTENT<br>STATEMENT                | W.3.5.    | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.   | Progress Indicators for Writing   |
| STRAND                              |           | Research to Build and Present Knowledge   |
| CONTENT<br>STATEMENT                | 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.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.   | Progress Indicators for Writing   |
| STRAND                              |           | Range of Writing  |
| CONTENT<br>STATEMENT                | 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. |
| CONTENT<br>AREA /<br>STANDARD       | NJ.SL.3.  | Progress Indicators for Speaking and Listening  |
| STRAND                              |           | Comprehension and Collaboration   |
| CONTENT<br>STATEMENT                | 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.                                  |

| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.A. | Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.  |
|-------------------------------------|-----------|---|
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.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). |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.C. | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.D. | Explain their own ideas and understanding in light of the discussion.   |
| CONTENT<br>AREA /<br>ST ANDARD      | NJ.SL.3.  | Progress Indicators for Speaking and Listening  |
| STRAND                              |           | Comprehension and Collaboration   |
| CONTENT<br>STATEMENT                | 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.               |
| CONTENT<br>AREA /<br>STANDARD       | NJ.SL.3.  | Progress Indicators for Speaking and Listening  |
| STRAND                              |           | Presentation of Knowledge and Ideas   |
| CONTENT<br>STATEMENT                | 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.                   |
| CONTENT<br>STATEMENT                | SL.3.6.   | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.   | Progress Indicators for Language  |
| STRAND                              |           | Conventions of Standard English   |
| CONTENT<br>STATEMENT                | L.3.1.    | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.1.A.  | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.1.D.  | Form and use regular and irregular verbs.   |
| CONTENT<br>AREA /                   | NJ.L.3.   | Progress Indicators for Language  |
| STANDARD                            |           |   |
| STANDARD                            |           | Knowledge of Language   |

| CONTENT<br>STATEMENT                | L.3.3.   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   |
|-------------------------------------|----------|--|
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.3.A. | Choose words and phrases for effect.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language   |
| STRAND                              |          | Vocabulary Acquisition and Use   |
| CONTENT<br>STATEMENT                | 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.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.4.A. | Use sentence-level context as a clue to the meaning of a word or phrase.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language   |
| STRAND                              |          | Vocabulary Acquisition and Use   |
| CONTENT<br>STATEMENT                | L.3.5.   | Demonstrate understanding of figurative language, word relationships and nuances in word meanings.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.5.A. | Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language   |
| STRAND                              |          | Vocabulary Acquisition and Use   |
| CONTENT<br>STATEMENT                | 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). |
|                                     |          | Roanoke, Part 2  |
|                                     |          | New Jersey Student Learning Standards  |

# New Jersey Student Learning Standards Language Arts

Grade 3 - Adopted: 2016

CONTENT AREA / STANDARD

NJSLSA. Anchor Standards: Writing

| STRAND                        |                | Text Types and Purposes  |
|-------------------------------|----------------|--|
| CONTENT<br>STATEMENT          | NJSLSA.<br>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. |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>W.  | Anchor Standards: Writing  |
| STRAND                        |                | Production and Distribution of Writing   |

| CONTENT<br>STATEMENT                | NJSLSA.<br>W4.  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
|-------------------------------------|-----------------|---|
| CONTENT<br>STATEMENT                | NJSLSA.<br>W5.  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
| CONTENT<br>STATEMENT                | NJSLSA.<br>W6.  | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.   |
| CONTENT<br>AREA /<br>STANDARD       | NJSLSA.<br>W.   | Anchor Standards: Writing   |
| STRAND                              |                 | Range of Writing  |
| CONTENT<br>STATEMENT                | NJSLSA.<br>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.   |
| CONTENT<br>AREA /<br>STANDARD       | NJSLSA.L        | Anchor Standards: Language  |
| STRAND                              |                 | Conventions of Standard English   |
| CONTENT<br>STATEMENT                | NJSLSA.<br>L1.  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| CONTENT<br>STATEMENT                | NJSLSA.<br>L2.  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| CONTENT<br>AREA /<br>STANDARD       | NJSLSA.L        | Anchor Standards: Language  |
| STRAND                              |                 | Vocabulary Acquisition and Use  |
| CONTENT<br>STATEMENT                | NJSLSA.<br>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. |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.         | Progress Indicators for Writing   |
| STRAND                              |                 | Text Types and Purposes   |
| CONTENT                             | W.3.2.          | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | W.3.2.A.        | Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | W.3.2.B.        | Develop the topic with facts, definitions, and details.   |

| CUMULATIVE<br>PROGRESS<br>INDICATOR | W.3.2.D. | Provide a conclusion.   |
|-------------------------------------|----------|---|
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.  | Progress Indicators for Writing   |
| STRAND                              |          | Production and Distribution of Writing  |
| CONTENT                             | 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.)                           |
| CONTENT<br>STATEMENT                | W.3.5.   | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.   |
| CONTENT<br>STATEMENT                | 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.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.  | Progress Indicators for Writing   |
| STRAND                              |          | Range of Writing  |
| CONTENT<br>STATEMENT                | 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. |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language  |
| STRAND                              |          | Conventions of Standard English   |
| CONTENT<br>STATEMENT                | L.3.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.1.A. | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.1.D. | Form and use regular and irregular verbs.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language  |
| STRAND                              |          | Conventions of Standard English   |
| CONTENT<br>STATEMENT                | L.3.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.2.A. | Capitalize appropriate words in titles.   |

| SIBLING STRAND  CONTENT REAL TANDARD  NJLSA. Anchor Standards: Reading R.  NJSLSA. Anchor Standards: Reading R.  |                                     |          |  |
|--|-------------------------------------|----------|--|
| PROGRESS INDICATOR  NJ.L.3. Progress Indicators for Language  STRAND  Knowledge of Language  CONTENT STATEMENT  L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  CUMULATIVE PROGRESS INDICATOR  Roman Colosseum  New Jersey Student Learning Standards Language Arts Orade 3 - Adopted: 2016  CONTENT REA / TANDARD  Key Ideas and Details  Key Ideas and Details  Key Ideas and Details  CONTENT R.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  CONTENT R.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  CONTENT R.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  CONTENT R.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  CONTENT R.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  CONTENT R.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  CONTENT R.3. Analyze how 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. Anchor Standards: Reading R. R. Anchor Standards: Reading R. R. Anchor Standards: Reading R. R. Anchor Standards: Reading   | CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.2.E. |  |
| STRAND  Knowledge of Language  CONTENT STATEMENT  L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  CUMULATIVE PROGRESS INDICATOR  Roman Colosseum  New Jersey Student Learning Standards Language Arts Grade 3 - Adopted: 2016  CONTENT REA I R.  NJSLSA. Anchor Standards: Reading R.  Key Ideas and Details  CONTENT R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  CONTENT R2.  NJSLSA. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  R3.  NJSLSA. Anchor Standards: Reading R.  STATEMENT R3.  NJSLSA. Anchor Standards: Reading R.  NJSLSA. 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. R.  NJSLSA. Anchor Standards: Reading   | CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.2.F. |  |
| CONTENT STATEMENT  L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  CUMULATIVE PROGRESS INDICATOR  Roman Colosseum  Row Jersey Student Learning Standards Language Arts Grade 3 - Adopted: 2016  CONTENT REA / PT ANDARD  Key Ideas and Details  CONTENT R2. Determine central ideas or themes of a text and analyze their development summarize the key supporting details and ideas.  CONTENT R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  R3. CONTENT R3. Anchor Standards: Reading R.  CONTENT R3. Anchor Standards: Reading R.  CONTENT R3. 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.  CONTENT R3. NJSLSA R4. Anchor Standards: Reading R5. 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.  | CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language   |
| CONTENT RZ. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  NJSLSA. Anchor Standards: Reading RZ. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  RZ. Anchor Standards: Reading RZ. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  RZ. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  RZ. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  RZ. CONTENT RZ. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  RZ. CONTENT RZ. Anchor Standards: Reading RZ. Anchor Standards: Reading RZ. Anchor Standards: Reading RZ. Analyze how specific word choices shape meaning or tone.  CONTENT RZ. NJSLSA. Anchor Standards: Reading RZ. Anchor Standar | STRAND                              |          | Knowledge of Language  |
| Roman Colosseum  New Jersey Student Learning Standards Language Arts Grade 3 - Adopted: 2016  CONTENT REA / R.  NJSLSA. Anchor Standards: Reading R.  Key Ideas and Details  CONTENT RZ. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  CONTENT RZ. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  CONTENT RSTATEMENT R3.  NJSLSA. Anchor Standards: Reading R.  Craft and Structure  CONTENT STATEMENT NJSLSA. 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. Anchor Standards: Reading R.  | CONTENT<br>STATEMENT                | L.3.3.   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.       |
| New Jersey Student Learning Standards Language Arts Grade 3 - Adopted: 2016  CONTENT AREA I STANDARD  Key Ideas and Details  CONTENT STATEMENT  NJSLSA. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  CONTENT STATEMENT  NJSLSA. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  R3.  CONTENT R3.  NJSLSA. Anchor Standards: Reading R.  Craft and Structure  CONTENT STATEMENT  NJSLSA. 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.  CONTENT REA I R1.  NJSLSA. Anchor Standards: Reading R2.  NJSLSA. Anchor Standards: Reading R3.  NJSLSA. Anchor Standards: Reading R4.  NJSLSA. R5.  NJSLSA. Anchor Standards: Reading R6.   | CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.3.A. | Choose words and phrases for effect.   |
| CONTENT REA / NJSLSA. Anchor Standards: Reading R.  Key Ideas and Details  CONTENT R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  CONTENT R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  CONTENT R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  STATEMENT R3.  NJSLSA. Anchor Standards: Reading R.  CONTENT R3. 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. R3.  NJSLSA. Anchor Standards: Reading R4.  NJSLSA. R4. Anchor Standards: Reading R5.  NJSLSA. R6.  NJSLSA. R7.  NJSLSA. Anchor Standards: Reading R8.  |                                     |          | Roman Colosseum  |
| READ Key Ideas and Details  CONTENT NJSLSA. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  CONTENT NJSLSA. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  R3.  CONTENT R3.  CONTENT NJSLSA. Anchor Standards: Reading R.  CONTENT STANDARD  Craft and Structure  CONTENT NJSLSA. 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. Anchor Standards: Reading R.   |                                     |          | Language Arts  |
| NJSLSA. R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  CONTENT NJSLSA. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  R3. NJSLSA. R3. Anchor Standards: Reading  CONTENT REA / R. Craft and Structure  CONTENT NJSLSA. 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.  CONTENT R4. NJSLSA. R. Anchor Standards: Reading  NJSLSA. Anchor Standards: Reading  R. NJSLSA. Anchor Standards: Reading  R. NJSLSA. R. Anchor Standards: Reading   | CONTENT<br>AREA /<br>STANDARD       |          | Anchor Standards: Reading  |
| R2. and ideas.  CONTENT NJSLSA. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  R3. NJSLSA. Anchor Standards: Reading R. Craft and Structure  CONTENT NJSLSA. 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.  CONTENT REA / R. NJSLSA. Anchor Standards: Reading   | STRAND                              |          | Key Ideas and Details  |
| STATEMENT R3.  CONTENT AREA / R.  STRAND  Craft and Structure  CONTENT NJSLSA. 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.  CONTENT R4.  NJSLSA. Anchor Standards: Reading R.  NJSLSA. Anchor Standards: Reading R.  | CONTENT<br>STATEMENT                |          |  |
| STRAND  Craft and Structure  CONTENT STATEMENT  NJSLSA. 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. R4. NJSLSA. Anchor Standards: Reading R.  R8. NJSLSA. Anchor Standards: Reading R.  | CONTENT<br>STATEMENT                |          | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| NJSLSA. 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. R4. NJSLSA. Anchor Standards: Reading R. R.   | CONTENT<br>AREA /<br>ST ANDARD      |          | Anchor Standards: Reading  |
| STATEMENT R4. meanings, and analyze how specific word choices shape meaning or tone.  CONTENT NJSLSA. Anchor Standards: Reading AREA / R.  STANDARD  | STRAND                              |          | Craft and Structure  |
| AREA / R. STANDARD   | CONTENT<br>STATEMENT                |          |  |
| STRAND Range of Reading and Level of Text Complexity   | CONTENT<br>AREA /<br>STANDARD       |          | Anchor Standards: Reading  |
|  | STRAND                              |          | Range of Reading and Level of Text Complexity  |

| STRAND                        |                 | Range of Reading and Level of Text Complexity   |
|-------------------------------|-----------------|---|
| CONTENT<br>STATEMENT          | NJSLSA.<br>R10. | Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>W.   | Anchor Standards: Writing   |
| STRAND                        |                 | Text Types and Purposes   |

| CONTENT<br>STATEMENT          | NJSLSA.<br>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.            |
|-------------------------------|-----------------|---|
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>W.   | Anchor Standards: Writing   |
| STRAND                        |                 | Production and Distribution of Writing  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>W4.  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>W5.  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>W6.  | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.   |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>W.   | Anchor Standards: Writing   |
| STRAND                        |                 | Research to Build and Present Knowledge   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>W9.  | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>W.   | Anchor Standards: Writing   |
| STRAND                        |                 | Range of Writing  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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. |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>SL.  | Anchor Standards: Speaking and Listening  |
| STRAND                        |                 | Comprehension and Collaboration   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.        |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>SL.  | Anchor Standards: Speaking and Listening  |
| STRAND                        |                 | Presentation of Knowledge and Ideas   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>SL6. | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.   |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.I        | _Anchor Standards: Language   |
| STRAND                        |                 | Conventions of Standard English   |
|                               |                 |   |

| CONTENT<br>STATEMENT          | NJSLSA.<br>L1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
|-------------------------------|----------------|---|
| CONTENT<br>STATEMENT          | NJSLSA.<br>L2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.I       | Anchor Standards: Language  |
| STRAND                        |                | Knowledge of Language   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.   |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.I       | _Anchor Standards: Language   |
| STRAND                        |                | Vocabulary Acquisition and Use  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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. |
| CONTENT<br>AREA /<br>STANDARD | NJ.RI.3.       | Progress Indicators for Reading Informational Text  |
| STRAND                        |                | Key Ideas and Details   |
| CONTENT<br>STATEMENT          | RI.3.2.        | Determine the main idea of a text; recount the key details and explain how they support the main idea.  |
| CONTENT<br>AREA /<br>STANDARD | NJ.RI.3.       | Progress Indicators for Reading Informational Text  |
| STRAND                        |                | Craft and Structure   |
| CONTENT<br>STATEMENT          | 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.  |
| CONTENT<br>AREA /<br>STANDARD | NJ.RI.3.       | Progress Indicators for Reading Informational Text  |
| STRAND                        |                | Integration of Knowledge and Ideas  |
| CONTENT<br>STATEMENT          | 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).   |
| CONTENT<br>AREA /<br>STANDARD | NJ.RF.3.       | Progress Indicators for Reading Foundational Skills   |
| STRAND                        |                | Fluency   |
|                               |                |   |

| CONTENT<br>STATEMENT   | RF.3.4.                 | Read with sufficient accuracy and fluency to support comprehension.  |
|--|-------------------------|--|
| CUMULATIVE<br>PROGRESS<br>INDICATOR  | RF.3.4.A.               | Read grade-level text with purpose and understanding.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR  | RF.3.4.C.               | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.   |
| CONTENT<br>AREA /<br>STANDARD  | NJ.W.3.                 | Progress Indicators for Writing  |
| STRAND   |                         | Text Types and Purposes  |
| CONTENT<br>STATEMENT   | W.3.2.                  | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR  | W.3.2.A.                | Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR  | W.3.2.B.                | Develop the topic with facts, definitions, and details.  |
| CONTENT<br>AREA /<br>STANDARD  | NJ.W.3.                 | Progress Indicators for Writing  |
|  |                         |  |
| STRAND   |                         | Production and Distribution of Writing   |
| STRAND  CONTENT STATEMENT  | W.3.4.                  | Production and Distribution of Writing  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.)  |
| CONTENT  | W.3.4.<br>W.3.5.        | With guidance and support from adults, produce writing in which the development and organization are appropriate to  |
| CONTENT<br>STATEMENT<br>CONTENT  |                         | 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.)  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,  |
| CONTENT STATEMENT  CONTENT STATEMENT  CONTENT  | W.3.5.<br>W.3.6.        | 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.)  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  With guidance and support from adults, use technology to produce and publish writing as well as to interact and  |
| CONTENT STATEMENT  CONTENT STATEMENT  CONTENT STATEMENT  CONTENT AREA /  | W.3.5.<br>W.3.6.        | 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.)  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.   |
| CONTENT STATEMENT  CONTENT STATEMENT  CONTENT STATEMENT  CONTENT AREA / STANDARD   | W.3.5.<br>W.3.6.        | 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.)  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.  Progress Indicators for Writing  |
| CONTENT STATEMENT  CONTENT STATEMENT  CONTENT STATEMENT  CONTENT AREA / STANDARD  STRAND  CONTENT                                      | W.3.5.  W.3.6.  NJ.W.3. | 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.)  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.  Progress Indicators for Writing  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            |
| CONTENT STATEMENT  CONTENT STATEMENT  CONTENT STATEMENT  CONTENT AREA / STAND  CONTENT STATEMENT  CONTENT STATEMENT  CONTENT STATEMENT | W.3.5.  W.3.6.  NJ.W.3. | 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.)  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.  Progress Indicators for Writing  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. |

| CONTENT<br>STATEMENT                | 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. |
|-------------------------------------|-----------|--|
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.A. | Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.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).                          |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.C. | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.D. | Explain their own ideas and understanding in light of the discussion.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.SL.3.  | Progress Indicators for Speaking and Listening   |
| STRAND                              |           | Comprehension and Collaboration  |
| CONTENT<br>STATEMENT                | 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.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.SL.3.  | Progress Indicators for Speaking and Listening   |
| STRAND                              |           | Presentation of Knowledge and Ideas  |
| CONTENT<br>STATEMENT                | SL.3.6.   | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.   | Progress Indicators for Language   |
| STRAND                              |           | Conventions of Standard English  |
| CONTENT<br>STATEMENT                | L.3.2.    | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.2.A.  | Capitalize appropriate words in titles.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.   | Progress Indicators for Language   |
| STRAND                              |           | Knowledge of Language  |
| CONTENT<br>STATEMENT                | L.3.3.    | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   |

| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.3.A.       | Choose words and phrases for effect.   |
|-------------------------------------|----------------|--|
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.        | Progress Indicators for Language   |
| STRAND                              |                | Vocabulary Acquisition and Use   |
| CONTENT<br>STATEMENT                | 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.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.4.A.       | Use sentence-level context as a clue to the meaning of a word or phrase.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.        | Progress Indicators for Language   |
| STRAND                              |                | Vocabulary Acquisition and Use   |
| CONTENT<br>STATEMENT                | L.3.5.         | Demonstrate understanding of figurative language, word relationships and nuances in word meanings.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.5.A.       | Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.        | Progress Indicators for Language   |
| STRAND                              |                | Vocabulary Acquisition and Use   |
| CONTENT<br>STATEMENT                | 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). |
|                                     |                | Roman Hoplite, American Quarter Horse  |
|                                     |                | New Jersey Student Learning Standards  Language Arts  Grade 3 - Adopted: 2016  |
| CONTENT<br>AREA /<br>STANDARD       | NJSLSA.<br>R.  | Anchor Standards: Reading  |
| STRAND                              |                | Key Ideas and Details  |
| CONTENT<br>STATEMENT                | NJSLSA.<br>R2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.   |
| CONTENT<br>STATEMENT                | NJSLSA.<br>R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.   |
| CONTENT<br>AREA /<br>STANDARD       | NJSLSA.<br>R.  | Anchor Standards: Reading  |

STRAND

**Craft and Structure** 

| CONTENT<br>STATEMENT          | NJSLSA.<br>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.              |
|-------------------------------|-----------------|--|
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.           |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>R.   | Anchor Standards: Reading  |
| STRAND                        |                 | Range of Reading and Level of Text Complexity  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>R10. | Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.  |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>W.   | Anchor Standards: Writing  |
| STRAND                        |                 | Production and Distribution of Writing   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>W5.  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>SL.  | Anchor Standards: Speaking and Listening   |
| STRAND                        |                 | Comprehension and Collaboration  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.               |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>SL.  | Anchor Standards: Speaking and Listening   |
| STRAND                        |                 | Presentation of Knowledge and Ideas  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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. |
| CONTENT<br>STATEMENT          | NJSLSA.<br>SL6. | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.I        | L Anchor Standards: Language   |
| STRAND                        |                 | Conventions of Standard English  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>L1.  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.I        | L Anchor Standards: Language   |
| STRAND                        |                 | Knowledge of Language  |
|                               |                 |  |

| CONTENT<br>STATEMENT                | NJSLSA.<br>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.   |
|-------------------------------------|----------------|---|
| CONTENT<br>AREA /<br>STANDARD       | NJSLSA.L       | Anchor Standards: Language  |
| STRAND                              |                | Vocabulary Acquisition and Use  |
| CONTENT<br>STATEMENT                | NJSLSA.<br>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.   |
| CONTENT<br>STATEMENT                | NJSLSA.<br>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. |
| CONTENT<br>AREA /<br>STANDARD       | NJ.RI.3.       | Progress Indicators for Reading Informational Text  |
| STRAND                              |                | Key Ideas and Details   |
| CONTENT<br>STATEMENT                | RI.3.2.        | Determine the main idea of a text; recount the key details and explain how they support the main idea.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.RI.3.       | Progress Indicators for Reading Informational Text  |
| STRAND                              |                | Craft and Structure   |
| CONTENT<br>STATEMENT                | 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.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.RI.3.       | Progress Indicators for Reading Informational Text  |
| STRAND                              |                | Integration of Knowledge and Ideas  |
| CONTENT<br>STATEMENT                | 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).   |
| CONTENT<br>STATEMENT                | 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.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.RF.3.       | Progress Indicators for Reading Foundational Skills   |
| STRAND                              |                | Fluency   |
| CONTENT<br>STATEMENT                | RF.3.4.        | Read with sufficient accuracy and fluency to support comprehension.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | RF.3.4.A.      | Read grade-level text with purpose and understanding.   |

| CUMULATIVE<br>PROGRESS<br>INDICATOR | RF.3.4.C. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.   |
|-------------------------------------|-----------|--|
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.   | Progress Indicators for Writing  |
| STRAND                              |           | Production and Distribution of Writing   |
| CONTENT<br>STATEMENT                | W.3.5.    | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.SL.3.  | Progress Indicators for Speaking and Listening   |
| STRAND                              |           | Comprehension and Collaboration  |
| CONTENT<br>STATEMENT                | 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. |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.A. | Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.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).                          |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.C. | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.D. | Explain their own ideas and understanding in light of the discussion.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.SL.3.  | Progress Indicators for Speaking and Listening   |
| STRAND                              |           | Comprehension and Collaboration  |
| CONTENT<br>STATEMENT                | 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.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.SL.3.  | Progress Indicators for Speaking and Listening   |
| STRAND                              |           | Presentation of Knowledge and Ideas  |
| CONTENT<br>STATEMENT                | 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.  |
| CONTENT<br>STATEMENT                | SL.3.6.   | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  |

| CONTENT         |  |
|-----------------|--|
| AREA /          |  |
| <b>STANDARD</b> |  |

# NJ.L.3. Progress Indicators for Language

| STRAND                              |          | Conventions of Standard English  |
|-------------------------------------|----------|--|
| CONTENT                             | L.3.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.1.A. | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.1.D. | Form and use regular and irregular verbs.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language   |
| STRAND                              |          | Vocabulary Acquisition and Use   |
| CONTENT<br>STATEMENT                | 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.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.4.A. | Use sentence-level context as a clue to the meaning of a word or phrase.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language   |
| STRAND                              |          | Vocabulary Acquisition and Use   |
| CONTENT<br>STATEMENT                | L.3.5.   | Demonstrate understanding of figurative language, word relationships and nuances in word meanings.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.5.A. | Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language   |
| STRAND                              |          | Vocabulary Acquisition and Use   |
| CONTENT<br>STATEMENT                | 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). |

Rooster, Part 1

New Jersey Student Learning Standards Language Arts

Grade 3 - Adopted: 2016

CONTENT AREA / STANDARD

NJSLSA. Anchor Standards: Reading R.

STRAND Key Ideas and Details

| CONTENT<br>STATEMENT          | NJSLSA.<br>R2.  | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |
|-------------------------------|-----------------|---|
| CONTENT<br>STATEMENT          | NJSLSA.<br>R3.  | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>R.   | Anchor Standards: Reading   |
| STRAND                        |                 | Craft and Structure   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.       |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.    |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>R.   | Anchor Standards: Reading   |
| STRAND                        |                 | Range of Reading and Level of Text Complexity   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>R10. | Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.   |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>W.   | Anchor Standards: Writing   |
| STRAND                        |                 | Text Types and Purposes   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.            |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>W.   | Anchor Standards: Writing   |
| STRAND                        |                 | Production and Distribution of Writing  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>W4.  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>W5.  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>W.   | Anchor Standards: Writing   |
| STRAND                        |                 | Range of Writing  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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. |

| CONTENT         |
|-----------------|
| AREA /          |
| <b>STANDARD</b> |

 $\ensuremath{\mathsf{NJSLSA}}.$  Anchor Standards: Speaking and Listening SL.

| STANDARD                      |                 |   |
|-------------------------------|-----------------|---|
| STRAND                        |                 | Comprehension and Collaboration   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.  |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>SL.  | Anchor Standards: Speaking and Listening  |
| STRAND                        |                 | Presentation of Knowledge and Ideas   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>SL6. | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.   |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.L        | Anchor Standards: Language  |
| STRAND                        |                 | Conventions of Standard English   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>L1.  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.L        | Anchor Standards: Language  |
| STRAND                        |                 | Knowledge of Language   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.   |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.L        | Anchor Standards: Language  |
| STRAND                        |                 | Vocabulary Acquisition and Use  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.   |
| CONTENT                       | NJSLSA.<br>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. |
| CONTENT<br>AREA /<br>STANDARD | NJ.RI.3.        | Progress Indicators for Reading Informational Text  |
| STRAND                        |                 | Key Ideas and Details   |
|                               |                 |   |

| CONTENT STANDARD  Craft and Structure  CONTENT STANDARD  Craft and Structure  CONTENT STANDARD  Craft and Structure  CONTENT STANDARD  Content STANDARD  Craft and Structure  CONTENT STANDARD  Content STANDARD  Content STANDARD  Content STANDARD  Content STANDARD  Content STANDARD  Integration of Knowledge and Ideas  CONTENT STANDARD  STRAND  Integration of Knowledge and Ideas  CONTENT STANDARD  STRAND  Integration of Knowledge and Ideas  Content STANDARD  STANDARD  RIJ3. Describe the logical commercion between particular semances and paragraphs in a text (e.g., comparison, caused/effect, fins/deccond/blief in a sequence) to support specific points the author makes in a text caused/effect, fins/deccond/blief in a sequence) to support specific points the author makes in a text Content STATEMENT  CONTENT STANDARD  Fluency  CONTENT STANDARD  Fluency  CONTENT STANDARD  FR.3.4. Read with sufficient accuracy and fluency to support comprehension.  FR.3.5. Progress Indicators for Reading Foundational Skills  STRAND  Fluency  CONTENT STANDARD  FR.3.4. Read grade-level text with purpose and understanding, mercading as recessary.  RROCATOR  RR.3.4. Read grade-level text with purpose and understanding, mercading as recessary.  RROCATOR  NJ.W.3. Progress Indicators for Writing  STRAND  Production and Distribution of Writing  CONTENT STANDARD  Production and Distribution of Writing  CONTENT STANDARD  NJ.W.3. Progress Indicators for Writing  STRAND  Production and post from adults, produce writing in which the development and organization are appropriate to stake and purpose. (Gode-specific expectations for writing types are defined in standards 1-3 above.)  CONTENT STANDARD  Range of Writing  STRAND  Range of Writing  STRAND  Range of Writing   |  |                                       |  |
|---|--|---------------------------------------|--|
| STRAND  Craft and Structure  CONTENT STANDARD  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.  CONTENT AREA I Progress Indicators for Reading Informational Text AREA I STANDARD  Integration of Knowledge and Ideas  CONTENT RI.3.7. Use information gained from text features (e.g., illustrations, maps., photographe) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  CONTENT RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause-lefted, stat/seconol/third in a sequence) to support specific points the author makes in a text.  CONTENT STANDARD  Fluency  CONTENT RF.3.4. Progress Indicators for Reading Foundational Skills  STRAND  Fluency  CONTENT RF.3.4. Read with sufficient accuracy and fluency to support comprehension.  CUMULATIVE RF.3.4. Read grade-level text with purpose and understanding.  RF.3.4. Read grade-level text with purpose and understanding, rereading as necessary.  PROGRESS INDICATOR  NJ.W.3. Progress Indicators for Writing  STRAND  Production and Distribution of Writing  CONTENT W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to test and purpose. (Grade-specific expectations for writing types are defined in stendards 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.  NJ.W.3. Progress indicators for Writing  STANDARD  |  | RI.3.2.                               | Determine the main idea of a text; recount the key details and explain how they support the main idea.   |
| CONTENT STATEMENT  R1.3. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.  CONTENT AREA in STANDARD  STRAND  Integration of Knowledge and Ideas  CONTENT R1.3.7. 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).  CONTENT R1.3.8. Describe the logical correction between particular sentences and paragraphs in a text (e.g., comparison, cause) effect, line/second/third in a sequence) to support specific points the author makes in a text.  CONTENT AREA in STATEMENT  R5.3.1. Progress Indicators for Reading Foundational Skills  STRAND  Fluency  CONTENT STATEMENT  R6.3.4. Read with sufficient accuracy and fluency to support comprehension.  R6.3.4. Read grade-level text with purpose and understanding.  R6.3.4. Read grade-level text with purpose and understanding, rereading as necessary.  INJURATIVE PROGRESS INDICATOR  NJ.W.3. Progress Indicators for Writting  STRAND  Production and Distribution of Writing  CONTENT STANDARD  With guidance and support from peers and 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.)  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  NJ.W.3. Progress Indicators for Writing  R6.3.1 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  NJ.W.3. Progress Indicators for Writing  R6.3.1 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  R6.3.1 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | AREA /   | NJ.RI.3.                              | Progress Indicators for Reading Informational Text   |
| CONTENT AREA I STANDARD  RI.3. Progress Indicators for Reading Informational Text  STANDARD  Integration of Knowledge and Ideas  CONTENT RI.3. Use information gained from text features (e.g., lilustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, where, where, where, where, where, where 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.  CONTENT RI.3. 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.  CONTENT REAL REAL REAL REAL REAL REAL REAL REAL  | STRAND   |                                       | Craft and Structure  |
| STRAND  Integration of Knowledge and Ideas  CONTENT STATEMENT  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).  CONTENT STATEMENT  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.  CONTENT ARRA I STANDARD  STRAND  Fluency  CONTENT STATEMENT  RF.3.4. Read with sufficient accuracy and fluency to support comprehension.  RF.3.4. Read grade-level text with purpose and understanding.  CUMULATIVE PROGRESS INDICATOR  RF.3.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  RF.3.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  RF.3.4.D. Progress indicators for Writing  STRAND  Production and Distribution of Writing  CONTENT STATEMENT  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.)  CONTENT STATEMENT  W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  CONTENT AREA I STANDARD  |  | RI.3.4.                               |  |
| CONTENT STATEMENT  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).  CONTENT STATEMENT  RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, causer/effect, first/second/fritid in a sequence) to support specific points the author makes in a text.  CONTENT STANDARD  STRAND  Fluency  CONTENT STATEMENT  RF.3.4. Read with sufficient accuracy and fluency to support comprehension.  CUMULATIVE PROGRESS INDICATOR  RF.3.4. Read grade-level text with purpose and understanding.  CUMULATIVE PROGRESS INDICATOR  NJ.W.3. Progress Indicators for Writing  STRAND  Production and Distribution of Writing  CONTENT STANDARD  STRAND  Production and Distribution of Writing  CONTENT STATEMENT  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.)  CONTENT STANDARD  NJ.W.3. Progress Indicators for Writing  CONTENT STATEMENT  NJ.W.3. Progress Indicators for Writing as needed by planning, revising, and editing.  CONTENT AREA STANDARD  | AREA /   | NJ.RI.3.                              | Progress Indicators for Reading Informational Text   |
| STATEMENT demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  CONTENT CONTENT RISB. 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.  CONTENT AREA / STANDARD  Fluency  RES.4. Read with sufficient accuracy and fluency to support comprehension.  FLUENCY  CONTENT STATEMENT  RF.3.4. Read grade-level text with purpose and understanding.  RF.3.4. Read grade-level text with purpose and understanding.  RF.3.4. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  RF.3.4. NJ.W.3. Progress Indicators for Writing  STRAND  Production and Distribution of Writing  CONTENT STATEMENT  W3.4. 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.)  CONTENT STATEMENT  W3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  CONTENT AREA / STANDARD  NJ.W.3. Progress Indicators for Writing  Progress Indicators for Writing  NJ.W.3. Progress Indicators for Writing   | STRAND   |                                       | Integration of Knowledge and Ideas   |
| CONTENT AREA/ STANDARD  RF.3.4. Read with sufficient accuracy and fluency to support comprehension.  CUMULATIVE PROGRESS INDICATOR  CUMULATIVE PROGRESS INDICATOR  RF.3.4. Read with sufficient accuracy and fluency to support comprehension.  CUMULATIVE PROGRESS INDICATOR  RF.3.4. Read with sufficient accuracy and fluency to support comprehension.  CUMULATIVE PROGRESS INDICATOR  RF.3.4. Read grade-level text with purpose and understanding. Progress Indicators for Writing  CONTENT STANDARD  Progress Indicators for Writing  STRAND  Production and Distribution of Writing  CONTENT STATEMENT  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.)  CONTENT STATEMENT  W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  CONTENT STATEMENT  NJ.W.3. Progress Indicators for Writing   |  | RI.3.7.                               |  |
| STRAND  Fluency  RF.3.4.  Read with sufficient accuracy and fluency to support comprehension.  CUMULATIVE PROGRESS INDICATOR  RF.3.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  CONTENT AREA / STANDARD  Production and Distribution of Writing  STRAND  Production and Distribution of Writing  W.3.4. With guidance and support from adults, produce 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.  NJ.W.3. Progress Indicators for Writing  W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  NJ.W.3. Progress Indicators for Writing   |  | RI.3.8.                               |  |
| CONTENT STATEMENT  RF.3.4. Read with sufficient accuracy and fluency to support comprehension.  RF.3.4. Read grade-level text with purpose and understanding.  RF.3.4. Read grade-level text with purpose and understanding.  CUMULATIVE PROGRESS INDICATOR  RF.3.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  CONTENT AREA / STANDARD  Production and Distribution of Writing  CONTENT STATEMENT  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.)  CONTENT STATEMENT  N.3. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  N.3. Progress Indicators for Writing  | AREA /   | NJ.RF.3.                              | Progress Indicators for Reading Foundational Skills  |
| CUMULATIVE PROGRESS INDICATOR  RF.3.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  CUMULATIVE PROGRESS INDICATOR  RF.3.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  CONTENT AREA / STANDARD  Production and Distribution of Writing  CONTENT STATEMENT  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.)  CONTENT STATEMENT  W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  NJ.W.3. Progress Indicators for Writing  NJ.W.3. Progress Indicators for Writing   | STRAND   |                                       | Fluency  |
| PROGRESS INDICATOR  RF.3.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  PROGRESS INDICATOR  NJ.W.3. Progress Indicators for Writing  STRAND  Production and Distribution of Writing  CONTENT STATEMENT  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.)  CONTENT STATEMENT  W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  CONTENT AREA I STANDARD  NJ.W.3. Progress Indicators for Writing   |  |                                       |  |
| PROGRESS INDICATOR  CONTENT AREA / STANDARD  Production and Distribution of Writing  CONTENT STATEMENT  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.)  CONTENT STATEMENT  W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  CONTENT AREA / STANDARD  NJ.W.3. Progress Indicators for Writing   |  | RF.3.4.                               | Read with sufficient accuracy and fluency to support comprehension.  |
| STRAND  Production and Distribution of Writing  CONTENT STATEMENT  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.)  CONTENT STATEMENT  W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  CONTENT AREA / STANDARD  NJ.W.3. Progress Indicators for Writing  | CUMULATIVE PROGRESS  |                                       |  |
| CONTENT 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.)  CONTENT W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  CONTENT AREA / STANDARD  NJ.W.3. Progress Indicators for Writing  | CUMULATIVE PROGRESS INDICATOR  CUMULATIVE PROGRESS   | RF.3.4.A.                             | Read grade-level text with purpose and understanding.  |
| STATEMENT task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  CONTENT W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  CONTENT AREA / STANDARD  NJ.W.3. Progress Indicators for Writing   | CUMULATIVE PROGRESS INDICATOR  CUMULATIVE PROGRESS INDICATOR  CONTENT AREA /   | RF.3.4.A.                             | Read grade-level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |
| STATEMENT and editing.  CONTENT NJ.W.3. Progress Indicators for Writing AREA / STANDARD   | CUMULATIVE PROGRESS INDICATOR  CUMULATIVE PROGRESS INDICATOR  CONTENT AREA / STANDARD  | RF.3.4.A.                             | Read grade-level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Progress Indicators for Writing   |
| AREA / STANDARD   | CUMULATIVE PROGRESS INDICATOR  CUMULATIVE PROGRESS INDICATOR  CONTENT AREA / STANDARD  STRAND  CONTENT   | RF.3.4.A.  RF.3.4.C.  NJ.W.3.         | Read grade-level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Progress Indicators for Writing  Production and Distribution of Writing  With guidance and support from adults, produce writing in which the development and organization are appropriate to  |
| STRAND Range of Writing   | CUMULATIVE PROGRESS INDICATOR  CUMULATIVE PROGRESS INDICATOR  CONTENT AREA / ST ANDARD  ST RAND  CONTENT STATEMENT                                     | RF.3.4.A.  RF.3.4.C.  NJ.W.3.         | Read grade-level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Progress Indicators for Writing  Production and Distribution of Writing  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.)  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,              |
|   | CUMULATIVE PROGRESS INDICATOR  CUMULATIVE PROGRESS INDICATOR  CONTENT AREA / STANDARD  STRAND  CONTENT STATEMENT  CONTENT STATEMENT  CONTENT STATEMENT | RF.3.4.A.  RF.3.4.C.  NJ.W.3.  W.3.4. | Read grade-level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Progress Indicators for Writing  Production and Distribution of Writing  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.)  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |

| CONTENT<br>STATEMENT                | 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. |
|-------------------------------------|-----------|---|
| CONTENT<br>AREA /<br>STANDARD       | NJ.SL.3.  | Progress Indicators for Speaking and Listening  |
| STRAND                              |           | Comprehension and Collaboration   |
| CONTENT<br>STATEMENT                | 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.                                  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.A. | Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.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).   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.C. | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.D. | Explain their own ideas and understanding in light of the discussion.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.SL.3.  | Progress Indicators for Speaking and Listening  |
| STRAND                              |           | Comprehension and Collaboration   |
| CONTENT<br>STATEMENT                | 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.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.SL.3.  | Progress Indicators for Speaking and Listening  |
| STRAND                              |           | Presentation of Knowledge and Ideas   |
| CONTENT<br>STATEMENT                | 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.   |
| CONTENT<br>STATEMENT                | SL.3.6.   | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.   |
| CONTENT                             | NJ.L.3.   | Progress Indicators for Language  |
| CONTENT<br>AREA /<br>STANDARD       |           |   |
| AREA /                              |           | Conventions of Standard English   |

| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.1.A. | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  |
|-------------------------------------|----------|--|
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.1.D. | Form and use regular and irregular verbs.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language   |
| STRAND                              |          | Knowledge of Language  |
| CONTENT<br>STATEMENT                | L.3.3.   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.3.A. | Choose words and phrases for effect.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language   |
| STRAND                              |          | Vocabulary Acquisition and Use   |
| CONTENT                             | 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.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.4.A. | Use sentence-level context as a clue to the meaning of a word or phrase.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language   |
| STRAND                              |          | Vocabulary Acquisition and Use   |
| CONTENT<br>STATEMENT                | L.3.5.   | Demonstrate understanding of figurative language, word relationships and nuances in word meanings.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.5.A. | Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language   |
| STRAND                              |          | Vocabulary Acquisition and Use   |
| CONTENT<br>STATEMENT                | 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). |

Rooster, Part 2

| CONTENT         |
|-----------------|
| AREA /          |
| <b>STANDARD</b> |

NJSLSA. Anchor Standards: Writing W.

W.3.2.

CONTENT STATEMENT

| STANDARD                      |                 |   |
|-------------------------------|-----------------|---|
| STRAND                        |                 | Text Types and Purposes   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.  |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>W.   | Anchor Standards: Writing   |
| STRAND                        |                 | Production and Distribution of Writing  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>W4.  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>W5.  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>W6.  | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.   |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>W.   | Anchor Standards: Writing   |
| STRAND                        |                 | Range of Writing  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.   |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.L        | Anchor Standards: Language  |
| STRAND                        |                 | Conventions of Standard English   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>L2.  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.L        | Anchor Standards: Language  |
| STRAND                        |                 | Vocabulary Acquisition and Use  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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. |
| CONTENT<br>AREA /<br>STANDARD | NJ.W.3.         | Progress Indicators for Writing   |
| STRAND                        |                 | Text Types and Purposes   |

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

| CUMULATIVE<br>PROGRESS<br>INDICATOR | W.3.2.A. | Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.   |
|-------------------------------------|----------|---|
| CUMULATIVE<br>PROGRESS<br>INDICATOR | W.3.2.B. | Develop the topic with facts, definitions, and details.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | W.3.2.D. | Provide a conclusion.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.  | Progress Indicators for Writing   |
| STRAND                              |          | Production and Distribution of Writing  |
| CONTENT<br>STATEMENT                | 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.)                           |
| CONTENT<br>STATEMENT                | W.3.5.   | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.   |
| CONTENT<br>STATEMENT                | 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.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.  | Progress Indicators for Writing   |
| STRAND                              |          | Range of Writing  |
| CONTENT<br>STATEMENT                | 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. |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language  |
| STRAND                              |          | Conventions of Standard English   |
| CONTENT<br>STATEMENT                | L.3.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.1.A. | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.1.D. | Form and use regular and irregular verbs.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language  |
| STRAND                              |          | Conventions of Standard English   |
|                                     |          |   |

| CONTENT<br>STATEMENT                | L.3.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
|-------------------------------------|----------|---|
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.2.A. | Capitalize appropriate words in titles.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.2.E. | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).               |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.2.F. | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language  |
| STRAND                              |          | Knowledge of Language   |
| CONTENT<br>STATEMENT                | L.3.3.   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.3.A. | Choose words and phrases for effect.  |

### The Fox and the Crow, Part 1

# New Jersey Student Learning Standards Language Arts

Grade 3 - Adopted: 2016

CONTENT AREA / STANDARD

R.

NJSLSA. Anchor Standards: Reading

| STRAND               |                | Key Ideas and Details  |
|----------------------|----------------|--|
| CONTENT<br>STATEMENT | NJSLSA.<br>R2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| CONTENT<br>STATEMENT | NJSLSA.<br>R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.                         |

### CONTENT AREA / STANDARD

CONTENT

STATEMENT

R6.

NJSLSA. Anchor Standards: Reading R.

| STRAND               |                | Craft and Structure  |
|----------------------|----------------|--|
| CONTENT<br>STATEMENT | NJSLSA.<br>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.    |
| CONTENT<br>STATEMENT | NJSLSA.<br>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. Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas

| CONTENT         |
|-----------------|
| AREA /          |
| <b>STANDARD</b> |

STATEMENT

SL6.

indicated or appropriate.

NJSLSA. Anchor Standards: Reading R.

| STANDARD                      |                 |  |
|-------------------------------|-----------------|--|
| STRAND                        |                 | Range of Reading and Level of Text Complexity  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>R10. | Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.  |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>W.   | Anchor Standards: Writing  |
| STRAND                        |                 | Text Types and Purposes  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>W3.  | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>W.   | Anchor Standards: Writing  |
| STRAND                        |                 | Production and Distribution of Writing   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>W4.  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>W5.  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>W.   | Anchor Standards: Writing  |
| STRAND                        |                 | Range of Writing   |
| CONTENT<br>STATEMENT          |                 | 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.        |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>SL.  | Anchor Standards: Speaking and Listening   |
| STRAND                        |                 | Comprehension and Collaboration  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.               |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>SL.  | Anchor Standards: Speaking and Listening   |
| STRAND                        |                 | Presentation of Knowledge and Ideas  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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. |
| CONTENT                       | NJSLSA.         | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when  |

| CONTENT  |
|----------|
| AREA /   |
| STANDARD |

| STRAND   |                           | Conventions of Standard English   |
|--|---------------------------|---|
| CONTENT<br>STATEMENT   | NJSLSA.<br>L1.            | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| CONTENT<br>AREA /<br>STANDARD  | NJSLSA.L                  | Anchor Standards: Language  |
| STRAND   |                           | Knowledge of Language   |
| CONTENT<br>STATEMENT   | NJSLSA.<br>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.   |
| CONTENT<br>AREA /<br>STANDARD  | NJSLSA.L                  | Anchor Standards: Language  |
| STRAND   |                           | Vocabulary Acquisition and Use  |
| CONTENT<br>STATEMENT   | NJSLSA.<br>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.   |
| CONTENT<br>STATEMENT   | NJSLSA.<br>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.   |
|  |                           |   |
| CONTENT<br>AREA /<br>STANDARD  | NJ.RL.3.                  | Progress Indicators for Reading Literature  |
| AREA /   | NJ.RL.3.                  | Progress Indicators for Reading Literature  Key Ideas and Details   |
| AREA /<br>STANDARD   | NJ.RL.3. RL.3.1.          |   |
| ST RAND  CONTENT   |                           | Key Ideas and Details  Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly   |
| ST RAND  CONTENT STATEMENT  CONTENT  | RL.3.1.                   | Key Ideas and Details  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.  Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme,  |
| AREA / ST AND ARD  ST RAND  CONTENT STATEMENT  CONTENT STATEMENT  CONTENT  | RL.3.1.  RL.3.2.  RL.3.3. | Key Ideas and Details  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.  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.  Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to                                |
| AREA / STANDARD  STRAND  CONTENT STATEMENT  CONTENT STATEMENT  CONTENT STATEMENT  CONTENT STATEMENT                    | RL.3.1.  RL.3.2.  RL.3.3. | Key Ideas and Details  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.  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.  Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.                      |
| AREA / STANDARD  STRAND  CONTENT STATEMENT  CONTENT STATEMENT  CONTENT STATEMENT  CONTENT STATEMENT  CONTENT STATEMENT | RL.3.1.  RL.3.2.  RL.3.3. | 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.  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.  Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.  Progress Indicators for Reading Literature |

| CONTENT  |
|----------|
| AREA /   |
| STANDARD |

# NJ.RL.3. Progress Indicators for Reading Literature

| STRAND                              |           | Integration of Knowledge and Ideas  |
|-------------------------------------|-----------|---|
| CONTENT<br>STATEMENT                | 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).   |
| CONTENT<br>AREA /<br>ST ANDARD      | NJ.RL.3.  | Progress Indicators for Reading Literature  |
| STRAND                              |           | Range of Reading and Complexity of Text   |
| CONTENT<br>STATEMENT                | 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.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.RF.3.  | Progress Indicators for Reading Foundational Skills   |
| STRAND                              |           | Fluency   |
| CONTENT<br>STATEMENT                | RF.3.4.   | Read with sufficient accuracy and fluency to support comprehension.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | RF.3.4.A. | Read grade-level text with purpose and understanding.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | RF.3.4.C. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.   | Progress Indicators for Writing   |
| STRAND                              |           | Text Types and Purposes   |
| CONTENT<br>STATEMENT                | W.3.3.    | Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | W.3.3.A.  | Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | W.3.3.B.  | Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.   | Progress Indicators for Writing   |
| STRAND                              |           | Production and Distribution of Writing  |
| CONTENT<br>STATEMENT                | 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.) |

| CONTENT<br>STATEMENT                | W.3.5.    | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.   |
|-------------------------------------|-----------|---|
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.   | Progress Indicators for Writing   |
| STRAND                              |           | Range of Writing  |
| CONTENT                             | 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. |
| CONTENT<br>AREA /<br>STANDARD       | NJ.SL.3.  | Progress Indicators for Speaking and Listening  |
| STRAND                              |           | Comprehension and Collaboration   |
| CONTENT<br>STATEMENT                | 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.                                  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.A. | Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.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).   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.C. | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.D. | Explain their own ideas and understanding in light of the discussion.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.SL.3.  | Progress Indicators for Speaking and Listening  |
| STRAND                              |           | Comprehension and Collaboration   |
| CONTENT<br>STATEMENT                | 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.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.SL.3.  | Progress Indicators for Speaking and Listening  |
| STRAND                              |           | Presentation of Knowledge and Ideas   |
| CONTENT<br>STATEMENT                | 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.   |
| CONTENT                             | SL.3.6.   | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.   |
|                                     |           |   |

| CONTENT         |  |
|-----------------|--|
| AREA /          |  |
| <b>STANDARD</b> |  |

# NJ.L.3. Progress Indicators for Language

| STRAND                              |          | Conventions of Standard English  |
|-------------------------------------|----------|--|
| CONTENT                             | L.3.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.1.A. | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.1.D. | Form and use regular and irregular verbs.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language   |
| STRAND                              |          | Vocabulary Acquisition and Use   |
| CONTENT                             | 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.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.4.A. | Use sentence-level context as a clue to the meaning of a word or phrase.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language   |
| STRAND                              |          | Vocabulary Acquisition and Use   |
| CONTENT<br>STATEMENT                | L.3.5.   | Demonstrate understanding of figurative language, word relationships and nuances in word meanings.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.5.A. | Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language   |
| STRAND                              |          | Vocabulary Acquisition and Use   |
| CONTENT<br>STATEMENT                | 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). |

The Fox and the Crow, Part 2

New Jersey Student Learning Standards Language Arts

Grade 3 - Adopted: 2016

CONTENT AREA / STANDARD

NJSLSA. Anchor Standards: Reading R.

STRAND Key Ideas and Details

| CONTENT<br>STATEMENT          | NJSLSA.<br>R2.  | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |
|-------------------------------|-----------------|---|
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>W.   | Anchor Standards: Writing   |
| STRAND                        |                 | Text Types and Purposes   |
| CONTENT                       | NJSLSA.<br>W3.  | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.   |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>W.   | Anchor Standards: Writing   |
| STRAND                        |                 | Production and Distribution of Writing  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>W4.  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>W5.  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>W6.  | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.   |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>W.   | Anchor Standards: Writing   |
| STRAND                        |                 | Research to Build and Present Knowledge   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>W9.  | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>W.   | Anchor Standards: Writing   |
| STRAND                        |                 | Range of Writing  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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. |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>SL.  | Anchor Standards: Speaking and Listening  |
| STRAND                        |                 | Presentation of Knowledge and Ideas   |
| CONTENT                       | NJSLSA.         |   |
| STATEMENT                     | SL4.            | organization, development, and style are appropriate to task, purpose, and audience.  |

| CONTENT  |  |
|----------|--|
| AREA /   |  |
| STANDARD |  |

| STRAND                              |                | Conventions of Standard English   |
|-------------------------------------|----------------|---|
| CONTENT<br>STATEMENT                | NJSLSA.<br>L1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| CONTENT<br>STATEMENT                | NJSLSA.<br>L2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| CONTENT<br>AREA /<br>STANDARD       | NJSLSA.L       | Anchor Standards: Language  |
| STRAND                              |                | Vocabulary Acquisition and Use  |
| CONTENT<br>STATEMENT                | NJSLSA.<br>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. |
| CONTENT<br>AREA /<br>STANDARD       | NJ.RL.3.       | Progress Indicators for Reading Literature  |
| STRAND                              |                | Key Ideas and Details   |
| CONTENT<br>STATEMENT                | 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.  |
| CONTENT<br>STATEMENT                | 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.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.        | Progress Indicators for Writing   |
| STRAND                              |                | Text Types and Purposes   |
| CONTENT                             | W.3.3.         | Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | W.3.3.A.       | Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | W.3.3.B.       | Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.        | Progress Indicators for Writing   |
| STRAND                              |                | Production and Distribution of Writing  |
| CONTENT<br>STATEMENT                | 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.)   |

| CONTENT<br>STATEMENT                | W.3.5.   | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.   |
|-------------------------------------|----------|---|
| CONTENT<br>STATEMENT                | 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.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.  | Progress Indicators for Writing   |
| STRAND                              |          | Range of Writing  |
| CONTENT<br>STATEMENT                | 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. |
| CONTENT<br>AREA /<br>STANDARD       | NJ.SL.3. | Progress Indicators for Speaking and Listening  |
| STRAND                              |          | Presentation of Knowledge and Ideas   |
| CONTENT<br>STATEMENT                | 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.   |
| CONTENT<br>STATEMENT                | SL.3.6.  | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language  |
| STRAND                              |          | Conventions of Standard English   |
| CONTENT<br>STATEMENT                | L.3.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.1.A. | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language  |
| STRAND                              |          | Conventions of Standard English   |
| CONTENT<br>STATEMENT                | L.3.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.2.A. | Capitalize appropriate words in titles.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.2.E. | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).   |

| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.2.F. | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. |
|-------------------------------------|----------|---|
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language  |
| STRAND                              |          | Knowledge of Language   |
| CONTENT<br>STATEMENT                | L.3.3.   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.3.A. | Choose words and phrases for effect.  |
|                                     |          | The Theft of Thor's Hammer, Part 1  |
|                                     |          | New Jersey Student Learning Standards   |
|                                     |          | Language Arts   |
|                                     |          | Grade 3 - Adopted: 2016   |

### CONTENT AREA / **STANDARD**

NJSLSA. Anchor Standards: Reading

R.

R3.

STRAND **Key Ideas and Details** CONTENT NJSLSA. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details STATEMENT R2. and ideas.

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

CONTENT AREA / **STANDARD** 

CONTENT

STATEMENT

NJSLSA. Anchor Standards: Reading

| STRAND               |                | Craft and Structure  |
|----------------------|----------------|--|
| CONTENT<br>STATEMENT | NJSLSA.<br>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.    |
| CONTENT<br>STATEMENT | NJSLSA.<br>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. |
| CONTENT<br>STATEMENT | NJSLSA.<br>R6. | Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas   |

#### CONTENT AREA / **STANDARD**

NJSLSA. Anchor Standards: Reading

Pange of Peading and Level of Text Complexity

| STRAND    |         | Range of Reading and Level of 1 ext Complexity  |
|-----------|---------|---|
|           |         |   |
| CONTENT   | NJSLSA. | Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as |
| STATEMENT | R10.    | needed.   |

| CONTENT         |
|-----------------|
| AREA /          |
| <b>STANDARD</b> |

NJSLSA. Anchor Standards: Writing W.

| STRAND    |         | Text Types and Purposes  |
|-----------|---------|--|
| CONTENT   | NJSLSA. | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, |
| STATEMENT | W3.     | and well-structured event sequences.   |

#### CONTENT AREA / STANDARD

NJSLSA. Anchor Standards: Writing

REA / W.

| STRAND               |                | Production and Distribution of Writing   |
|----------------------|----------------|--|
| CONTENT<br>STATEMENT | NJSLSA.<br>W4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| CONTENT<br>STATEMENT | NJSLSA.<br>W5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                        |

### CONTENT AREA / STANDARD

STRAND

NJSLSA. Anchor Standards: Writing W.

Range of Writing

CONTENT NJSLSA. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a STATEMENT W10. single sitting or a day or two) for a range of tasks, purposes, and audiences.

#### CONTENT AREA / STANDARD

NJSLSA. Anchor Standards: Speaking and Listening

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

#### CONTENT AREA / STANDARD

NJSLSA. Anchor Standards: Speaking and Listening

Presentation of Knowledge and Ideas

CONTENT NJSLSA. 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.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when

# CONTENT AREA /

**STANDARD** 

CONTENT

STATEMENT

NJSLSA.L Anchor Standards: Language

indicated or appropriate.

NJSLSA.

SL6.

| STRAND               |                | Conventions of Standard English  |
|----------------------|----------------|--|
| CONTENT<br>STATEMENT | NJSLSA.<br>L1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

| CONTENT  |
|----------|
| AREA /   |
| STANDARD |

| STANDARD                      |                |   |
|-------------------------------|----------------|---|
| STRAND                        |                | Knowledge of Language   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.   |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.I       | L Anchor Standards: Language  |
| STRAND                        |                | Vocabulary Acquisition and Use  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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. |
| CONTENT<br>AREA /<br>STANDARD | NJ.RL.3.       | Progress Indicators for Reading Literature  |
| STRAND                        |                | Key Ideas and Details   |
| CONTENT<br>STATEMENT          | 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.  |
| CONTENT<br>STATEMENT          | 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.  |
| CONTENT<br>STATEMENT          | 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.   |
| CONTENT<br>AREA /<br>STANDARD | NJ.RL.3.       | Progress Indicators for Reading Literature  |
| STRAND                        |                | Craft and Structure   |
| CONTENT<br>STATEMENT          | RL.3.4.        | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.   |
| CONTENT<br>STATEMENT          | RL.3.6.        | Distinguish their own point of view from that of the narrator or those of the characters.   |
| CONTENT<br>AREA /<br>STANDARD | NJ.RL.3.       | Progress Indicators for Reading Literature  |
| STRAND                        |                | Integration of Knowledge and Ideas  |
| CONTENT<br>STATEMENT          | 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).   |

## NJ.RL.3. Progress Indicators for Reading Literature

| STRAND                              |           | Range of Reading and Complexity of Text   |
|-------------------------------------|-----------|---|
| CONTENT<br>STATEMENT                | 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. |
| CONTENT<br>AREA /<br>ST ANDARD      | NJ.RF.3.  | Progress Indicators for Reading Foundational Skills   |
| STRAND                              |           | Phonics and Word Recognition  |
| CONTENT<br>STATEMENT                | RF.3.3.   | Know and apply grade-level phonics and word analysis skills in decoding and encoding words.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | RF.3.3.A. | Identify and know the meaning of the most common prefixes and derivational suffixes.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | RF.3.3.B. | Decode words with common Latin suffixes.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.RF.3.  | Progress Indicators for Reading Foundational Skills   |
| STRAND                              |           | Fluency   |
| CONTENT<br>STATEMENT                | RF.3.4.   | Read with sufficient accuracy and fluency to support comprehension.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | RF.3.4.A. | Read grade-level text with purpose and understanding.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | RF.3.4.C. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |
| CONTENT<br>AREA /<br>ST ANDARD      | NJ.W.3.   | Progress Indicators for Writing   |
| STRAND                              |           | Text Types and Purposes   |
| CONTENT<br>STATEMENT                | W.3.3.    | Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.                     |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | W.3.3.A.  | Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | W.3.3.B.  | Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.              |

| CONTENT  |
|----------|
| AREA /   |
| STANDARD |

## NJ.W.3. Progress Indicators for Writing

| CTDAND                              |           | Duadustian and Distribution of Weiting  |  |  |
|-------------------------------------|-----------|---|--|--|
| STRAND                              |           | Production and Distribution of Writing  |  |  |
| CONTENT<br>STATEMENT                | 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.)                           |  |  |
| CONTENT<br>STATEMENT                | W.3.5.    | ith guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  |  |  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.   | Progress Indicators for Writing   |  |  |
| STRAND                              |           | Range of Writing  |  |  |
| CONTENT<br>STATEMENT                | 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. |  |  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.SL.3.  | Progress Indicators for Speaking and Listening  |  |  |
| STRAND                              |           | Comprehension and Collaboration   |  |  |
| CONTENT<br>STATEMENT                | 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.                                  |  |  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.A. | Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.  |  |  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.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).   |  |  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.C. | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.   |  |  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.D. | Explain their own ideas and understanding in light of the discussion.   |  |  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.SL.3.  | Progress Indicators for Speaking and Listening  |  |  |
| STRAND                              |           | Comprehension and Collaboration   |  |  |
| CONTENT<br>STATEMENT                | 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.   |  |  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.SL.3.  | Progress Indicators for Speaking and Listening  |  |  |

| STRAND                              |          | Presentation of Knowledge and Ideas  |  |
|-------------------------------------|----------|--|--|
| CONTENT<br>STATEMENT                | 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.  |  |
| CONTENT<br>STATEMENT                | SL.3.6.  | peak in complete sentences when appropriate to task and situation in order to provide requested detail or arification.   |  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language   |  |
| STRAND                              |          | Conventions of Standard English  |  |
| CONTENT                             | L.3.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.2.E. | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).  |  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language   |  |
| STRAND                              |          | Vocabulary Acquisition and Use   |  |
| CONTENT                             | 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.  |  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.4.A. | Use sentence-level context as a clue to the meaning of a word or phrase.   |  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.4.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).   |  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language   |  |
| STRAND                              |          | Vocabulary Acquisition and Use   |  |
| CONTENT                             | L.3.5.   | Demonstrate understanding of figurative language, word relationships and nuances in word meanings.   |  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.5.A. | Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).  |  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language   |  |
| STRAND                              |          | Vocabulary Acquisition and Use   |  |
| CONTENT<br>STATEMENT                | 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). |  |

The Theft of Thor's Hammer, Part 2

# New Jersey Student Learning Standards

Language Arts
Grade 3 - Adopted: 2016

CONTENT AREA / STANDARD NJSLSA. Anchor Standards: Reading

R.

| STANDARD                      |                 |   |
|-------------------------------|-----------------|---|
| STRAND                        |                 | Key Ideas and Details   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>R2.  | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>W.   | Anchor Standards: Writing   |
| STRAND                        |                 | Text Types and Purposes   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>W3.  | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.   |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>W.   | Anchor Standards: Writing   |
| STRAND                        |                 | Production and Distribution of Writing  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>W4.  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>W5.  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>W6.  | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.   |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>W.   | Anchor Standards: Writing   |
| STRAND                        |                 | Research to Build and Present Knowledge   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>W9.  | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>W.   | Anchor Standards: Writing   |
| STRAND                        |                 | Range of Writing  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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. |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>SL.  | Anchor Standards: Speaking and Listening  |
| STRAND                        |                 | Presentation of Knowledge and Ideas   |
|                               |                 |   |

| CONTENT<br>STATEMENT                | NJSLSA.<br>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.  |
|-------------------------------------|-----------------|---|
| CONTENT<br>STATEMENT                | NJSLSA.<br>SL6. | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.   |
| CONTENT<br>AREA /<br>STANDARD       | NJSLSA.L        | Anchor Standards: Language  |
| STRAND                              |                 | Conventions of Standard English   |
| CONTENT<br>STATEMENT                | NJSLSA.<br>L1.  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| CONTENT<br>STATEMENT                | NJSLSA.<br>L2.  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| CONTENT<br>AREA /<br>STANDARD       | NJSLSA.L        | Anchor Standards: Language  |
| STRAND                              |                 | Vocabulary Acquisition and Use  |
| CONTENT<br>STATEMENT                | NJSLSA.<br>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. |
| CONTENT<br>AREA /<br>STANDARD       | NJ.RL.3.        | Progress Indicators for Reading Literature  |
| STRAND                              |                 | Key Ideas and Details   |
| CONTENT<br>STATEMENT                | 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.  |
| CONTENT<br>STATEMENT                | 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.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.RF.3.        | Progress Indicators for Reading Foundational Skills   |
| STRAND                              |                 | Phonics and Word Recognition  |
| CONTENT<br>STATEMENT                | RF.3.3.         | Know and apply grade-level phonics and word analysis skills in decoding and encoding words.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | RF.3.3.A.       | Identify and know the meaning of the most common prefixes and derivational suffixes.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | RF.3.3.B.       | Decode words with common Latin suffixes.  |

| CONTENT         |
|-----------------|
| AREA /          |
| <b>STANDARD</b> |

STRAND

**Conventions of Standard English** 

## NJ.W.3. Progress Indicators for Writing

| STRAND                              |          | Text Types and Purposes   |
|-------------------------------------|----------|---|
| CONTENT<br>STATEMENT                | W.3.3.   | Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | W.3.3.A. | Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | W.3.3.B. | Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.  | Progress Indicators for Writing   |
| STRAND                              |          | Production and Distribution of Writing  |
| CONTENT<br>STATEMENT                | 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.)                           |
| CONTENT<br>STATEMENT                | W.3.5.   | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.   |
| CONTENT<br>STATEMENT                | 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.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.  | Progress Indicators for Writing   |
| STRAND                              |          | Range of Writing  |
| CONTENT<br>STATEMENT                | 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. |
| CONTENT<br>AREA /<br>STANDARD       | NJ.SL.3. | Progress Indicators for Speaking and Listening  |
| STRAND                              |          | Presentation of Knowledge and Ideas   |
| CONTENT<br>STATEMENT                | 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.   |
| CONTENT<br>STATEMENT                | SL.3.6.  | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language  |

| CONTENT<br>STATEMENT                | L.3.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |  |
|-------------------------------------|----------|--|--|
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.1.A. | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  |  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.1.D. | Form and use regular and irregular verbs.  |  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.1.F. | Ensure subject-verb and pronoun-antecedent agreement.  |  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language   |  |
| STRAND                              |          | Conventions of Standard English  |  |
| CONTENT<br>STATEMENT                | L.3.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.2.A. | Capitalize appropriate words in titles.  |  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.2.E. | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).                            |  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.2.F. | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.              |  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language   |  |
| STRAND                              |          | Knowledge of Language  |  |
| CONTENT                             | L.3.3.   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   |  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.3.A. | Choose words and phrases for effect.   |  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language   |  |
| STRAND                              |          | Vocabulary Acquisition and Use   |  |
| CONTENT<br>STATEMENT                | 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.            |  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.4.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). |  |

#### Tornadoes

## New Jersey Student Learning Standards Language Arts

Grade 3 - Adopted: 2016

| CONTENT         |
|-----------------|
| AREA /          |
| <b>STANDARD</b> |

STATEMENT

W5.

NJSLSA. Anchor Standards: Reading

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|-----------|---|------------|--|
| R.        |   |            |  |

| STANDARD                      |                 |  |  |
|-------------------------------|-----------------|--|--|
| STRAND                        |                 | Key Ideas and Details  |  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>R2.  | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.   |  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>R3.  | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.   |  |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>R.   | Anchor Standards: Reading  |  |
| STRAND                        |                 | Craft and Structure  |  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.    |  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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. |  |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>R.   | Anchor Standards: Reading  |  |
| STRAND                        |                 | Range of Reading and Level of Text Complexity  |  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>R10. | Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.  |  |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>W.   | Anchor Standards: Writing  |  |
| STRAND                        |                 | Text Types and Purposes  |  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.         |  |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>W.   | Anchor Standards: Writing  |  |
| STRAND                        |                 | Production and Distribution of Writing   |  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>W4.  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   |  |
| CONTENT                       | NJSLSA.         | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |  |

| CONTENT<br>STATEMENT          | NJSLSA.<br>W6.  | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  |
|-------------------------------|-----------------|--|
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>W.   | Anchor Standards: Writing  |
| STRAND                        |                 | Research to Build and Present Knowledge  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>W9.  | Draw evidence from literary or informational texts to support analysis, reflection, and research.  |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>W.   | Anchor Standards: Writing  |
| STRAND                        |                 | Range of Writing   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.        |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>SL.  | Anchor Standards: Speaking and Listening   |
| STRAND                        |                 | Comprehension and Collaboration  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.               |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>SL.  | Anchor Standards: Speaking and Listening   |
| STRAND                        |                 | Presentation of Knowledge and Ideas  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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. |
| CONTENT<br>STATEMENT          | NJSLSA.<br>SL6. | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.I        | Anchor Standards: Language   |
| STRAND                        |                 | Conventions of Standard English  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>L1.  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>L2.  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.I        | Anchor Standards: Language   |
| STRAND                        |                 | Knowledge of Language  |

| CONTENT<br>STATEMENT                | NJSLSA.<br>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.   |
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| CONTENT<br>AREA /<br>STANDARD       | NJSLSA.L       | Anchor Standards: Language  |
| STRAND                              |                | Vocabulary Acquisition and Use  |
| CONTENT<br>STATEMENT                | NJSLSA.<br>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.   |
| CONTENT<br>STATEMENT                | NJSLSA.<br>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. |
| CONTENT<br>AREA /<br>STANDARD       | NJ.RI.3.       | Progress Indicators for Reading Informational Text  |
| STRAND                              |                | Key Ideas and Details   |
| CONTENT<br>STATEMENT                | RI.3.2.        | Determine the main idea of a text; recount the key details and explain how they support the main idea.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.RI.3.       | Progress Indicators for Reading Informational Text  |
| STRAND                              |                | Craft and Structure   |
| CONTENT<br>STATEMENT                | 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.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.RI.3.       | Progress Indicators for Reading Informational Text  |
| STRAND                              |                | Integration of Knowledge and Ideas  |
| CONTENT<br>STATEMENT                | 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).   |
| CONTENT<br>STATEMENT                | 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.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.RF.3.       | Progress Indicators for Reading Foundational Skills   |
| STRAND                              |                | Phonics and Word Recognition  |
| CONTENT                             | RF.3.3.        | Know and apply grade-level phonics and word analysis skills in decoding and encoding words.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | RF.3.3.A.      | Identify and know the meaning of the most common prefixes and derivational suffixes.  |

| CUMULATIVE<br>PROGRESS<br>INDICATOR | RF.3.3.B. | Decode words with common Latin suffixes.  |
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| CONTENT<br>AREA /<br>STANDARD       | NJ.RF.3.  | Progress Indicators for Reading Foundational Skills   |
| STRAND                              |           | Fluency   |
| CONTENT<br>STATEMENT                | RF.3.4.   | Read with sufficient accuracy and fluency to support comprehension.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | RF.3.4.A. | Read grade-level text with purpose and understanding.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | RF.3.4.C. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.   | Progress Indicators for Writing   |
| STRAND                              |           | Text Types and Purposes   |
| CONTENT                             | W.3.2.    | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | W.3.2.A.  | Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | W.3.2.B.  | Develop the topic with facts, definitions, and details.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.   | Progress Indicators for Writing   |
| STRAND                              |           | Text Types and Purposes   |
| CONTENT<br>STATEMENT                | W.3.3.    | Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | W.3.3.B.  | Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.   | Progress Indicators for Writing   |
| STRAND                              |           | Production and Distribution of Writing  |
| CONTENT<br>STATEMENT                | 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.) |

| CONTENT<br>STATEMENT                | W.3.5.    | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.   |
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| CONTENT<br>STATEMENT                | 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.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.   | Progress Indicators for Writing   |
| STRAND                              |           | Range of Writing  |
| CONTENT<br>STATEMENT                | 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. |
| CONTENT<br>AREA /<br>STANDARD       | NJ.SL.3.  | Progress Indicators for Speaking and Listening  |
| STRAND                              |           | Comprehension and Collaboration   |
| CONTENT                             | 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.                                  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.A. | Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.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).   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.C. | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.D. | Explain their own ideas and understanding in light of the discussion.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.SL.3.  | Progress Indicators for Speaking and Listening  |
| STRAND                              |           | Comprehension and Collaboration   |
| CONTENT<br>STATEMENT                | 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.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.SL.3.  | Progress Indicators for Speaking and Listening  |
| STRAND                              |           | Presentation of Knowledge and Ideas   |
| CONTENT<br>STATEMENT                | 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.   |
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| CONTENT<br>STATEMENT                | SL.3.6.  | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.   |
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| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language  |
| STRAND                              |          | Conventions of Standard English   |
| CONTENT<br>STATEMENT                | L.3.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.1.A. | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.                                       |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language  |
| STRAND                              |          | Conventions of Standard English   |
| CONTENT<br>STATEMENT                | L.3.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.2.A. | Capitalize appropriate words in titles.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.2.E. | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).                 |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.2.F. | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language  |
| STRAND                              |          | Knowledge of Language   |
| CONTENT<br>STATEMENT                | L.3.3.   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.3.A. | Choose words and phrases for effect.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language  |
| STRAND                              |          | Vocabulary Acquisition and Use  |
| CONTENT                             | 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. |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.4.A. | Use sentence-level context as a clue to the meaning of a word or phrase.  |

| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.4.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).   |
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| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.        | Progress Indicators for Language   |
| STRAND                              |                | Vocabulary Acquisition and Use   |
| CONTENT<br>STATEMENT                | L.3.5.         | Demonstrate understanding of figurative language, word relationships and nuances in word meanings.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.5.A.       | Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.        | Progress Indicators for Language   |
| STRAND                              |                | Vocabulary Acquisition and Use   |
| CONTENT<br>STATEMENT                | 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). |
|                                     |                | Treasure Map, Part 1   |
|                                     |                | New Jersey Student Learning Standards  Language Arts  Grade 3 - Adopted: 2016  |
| CONTENT<br>AREA /<br>STANDARD       | NJSLSA.<br>R.  | Anchor Standards: Reading  |
| STRAND                              |                | Key Ideas and Details  |
| CONTENT<br>STATEMENT                | NJSLSA.<br>R2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.   |
| CONTENT<br>STATEMENT                | NJSLSA.<br>R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.   |
| CONTENT<br>AREA /<br>STANDARD       | NJSLSA.<br>R.  | Anchor Standards: Reading  |
| STRAND                              |                | Craft and Structure  |
| CONTENT<br>STATEMENT                | NJSLSA.<br>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.  |
| CONTENT<br>STATEMENT                | NJSLSA.<br>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.   |
|                                     |                |  |
| CONTENT<br>AREA /<br>STANDARD       | NJSLSA.<br>R.  | Anchor Standards: Reading  |
| AREA /                              |                | Anchor Standards: Reading  Range of Reading and Level of Text Complexity   |

| CONTENT NJSLSA Anchor Standards: Writing W. STATEMENT W. NJSLSA Anchor Standards: Writing w. NJSLSA Produce clear and coherent writing in which the development, organization, and style are appropriate in lask, purpose, and audience.  CONTENT NJSLSA Produce clear and coherent writing in which the development, organization, and style are appropriate in lask, purpose, and audience.  CONTENT NJSLSA Develop and stengthen writing as needed by planning, revising, editing, rewriting, or lying a new approach. STATEMENT W. NJSLSA Anchor Standards: Writing W. STATEMENT W. NJSLSA Wile returned prover extended time farmes (time to research, reflection, and revision) and shorter sine frames (a single string or a day or two) for a range of tasks, purpose, and audiences.  CONTENT STATEMENT WID. Comprehension and Collaboration  CONTENT STANDARD SL. Anchor Standards: Speaking and Listening SL. Anchor Standards: Anchor Standards: Langu |        |          |   |
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| CONTENT SLSA. 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.  CONTENT AREA / STANDARD  NJSLSA. Anchor Standards: Speaking and Listening SL.  Presentation of Knowledge and Ideas  CONTENT SLSA. 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.  CONTENT SLSA. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  NJSLSA. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  NJSLSA. Anchor Standards: Language   | AREA / |          | Anchor Standards: Speaking and Listening  |
| CONTENT AREA / STATEMENT SL. On others' ideas and expressing their own clearly and persuasively.  NJSLSA. Anchor Standards: Speaking and Listening SL. STRAND Presentation of Knowledge and Ideas  CONTENT NJSLSA. 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.  CONTENT NJSLSA. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  CONTENT SL6. NJSLSA. Anchor Standards: Language  NJSLSA.L Anchor Standards: Language   | STRAND |          | Comprehension and Collaboration   |
| STRAND  Presentation of Knowledge and Ideas  CONTENT STATEMENT  NJSLSA. 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.  Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when STATEMENT  SL6.  NJSLSA.  NJSLSA.L Anchor Standards: Language  NJSLSA.L Anchor Standards: Language  |        |          |   |
| CONTENT NJSLSA. 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.  CONTENT NJSLSA. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when statement SL6. indicated or appropriate.  CONTENT AREA / STANDARD  NJSLSA.L Anchor Standards: Language   | AREA / |          | Anchor Standards: Speaking and Listening  |
| STATEMENT SL4. organization, development, and style are appropriate to task, purpose, and audience.  CONTENT NJSLSA. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when STATEMENT SL6. indicated or appropriate.  CONTENT AREA / STANDARD  NJSLSA.L Anchor Standards: Language  | STRAND |          | Presentation of Knowledge and Ideas   |
| STATEMENT SL6. indicated or appropriate.  CONTENT NJSLSA.L Anchor Standards: Language AREA / STANDARD  |        |          |   |
| AREA / . STANDARD  |        |          |   |
| STRAND Conventions of Standard English   | AREA / | NJSLSA.I | Anchor Standards: Language  |
|  | STRAND |          | Conventions of Standard English   |

| CONTENT<br>STATEMENT   | NJSLSA.<br>L1.             | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
|--|----------------------------|---|
| CONTENT<br>AREA /<br>STANDARD  | NJSLSA.L                   | Anchor Standards: Language  |
| STRAND   |                            | Knowledge of Language   |
| CONTENT<br>STATEMENT   | NJSLSA.<br>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.   |
| CONTENT<br>AREA /<br>STANDARD  | NJSLSA.L                   | . Anchor Standards: Language  |
| STRAND   |                            | Vocabulary Acquisition and Use  |
| CONTENT<br>STATEMENT   | NJSLSA.<br>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.   |
| CONTENT<br>STATEMENT   | NJSLSA.<br>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.   |
| CONTENT<br>AREA /<br>STANDARD  | NJ.RI.3.                   | Progress Indicators for Reading Informational Text  |
|  |                            |   |
| STRAND   |                            | Key Ideas and Details   |
| STRAND  CONTENT STATEMENT  | RI.3.1.                    | Key Ideas and Details  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.   |
| CONTENT  | RI.3.1.<br>RI.3.2.         | Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly  |
| CONTENT<br>STATEMENT<br>CONTENT  |                            | 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.  |
| CONTENT STATEMENT  CONTENT STATEMENT  CONTENT AREA /   | RI.3.2.                    | 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.  Determine the main idea of a text; recount the key details and explain how they support the main idea.  |
| CONTENT STATEMENT  CONTENT STATEMENT  CONTENT AREA / STANDARD  | RI.3.2.                    | 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.  Determine the main idea of a text; recount the key details and explain how they support the main idea.  Progress Indicators for Reading Informational Text  |
| CONTENT STATEMENT  CONTENT STATEMENT  CONTENT AREA / STANDARD  STRAND  CONTENT   | RI.3.2.<br>NJ.RI.3.        | 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.  Determine the main idea of a text; recount the key details and explain how they support the main idea.  Progress Indicators for Reading Informational Text  Craft and Structure  Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3  |
| CONTENT STATEMENT  CONTENT STATEMENT  CONTENT AREA / STAND  CONTENT STATEMENT  CONTENT STATEMENT  CONTENT CONTENT AREA / | RI.3.2.  NJ.RI.3.  RI.3.4. | 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.  Determine the main idea of a text; recount the key details and explain how they support the main idea.  Progress Indicators for Reading Informational Text  Craft and Structure  Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.   |
| CONTENT STATEMENT  CONTENT STATEMENT  CONTENT AREA / STANDARD  CONTENT STATEMENT  CONTENT STATEMENT  CONTENT STATEMENT   | RI.3.2.  NJ.RI.3.  RI.3.4. | 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.  Determine the main idea of a text, recount the key details and explain how they support the main idea.  Progress Indicators for Reading Informational Text  Craft and Structure  Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.  Progress Indicators for Reading Informational Text |

INDICATOR

## NJ.RF.3. Progress Indicators for Reading Foundational Skills

| STRAND                              |           | Fluency   |
|-------------------------------------|-----------|---|
| CONTENT<br>STATEMENT                | RF.3.4.   | Read with sufficient accuracy and fluency to support comprehension.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | RF.3.4.A. | Read grade-level text with purpose and understanding.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | RF.3.4.C. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |
| CONTENT<br>AREA /<br>ST ANDARD      | NJ.W.3.   | Progress Indicators for Writing   |
| STRAND                              |           | Production and Distribution of Writing  |
| CONTENT<br>STATEMENT                | 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.)                           |
| CONTENT<br>STATEMENT                | W.3.5.    | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.   | Progress Indicators for Writing   |
| STRAND                              |           | Range of Writing  |
| CONTENT                             | 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. |
| CONTENT<br>AREA /<br>STANDARD       | NJ.SL.3.  | Progress Indicators for Speaking and Listening  |
| STRAND                              |           | Comprehension and Collaboration   |
| CONTENT<br>STATEMENT                | 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.                                  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.A. | Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.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).   |
| CUMULATIVE<br>PROGRESS              | SL.3.1.C. | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.   |

| CUMULATIVE<br>PROGRESS<br>INDICATOR   | SL.3.1.D.          | Explain their own ideas and understanding in light of the discussion.   |
|---|--------------------|---|
| CONTENT<br>AREA /<br>STANDARD   | NJ.SL.3.           | Progress Indicators for Speaking and Listening  |
| STRAND  |                    | Comprehension and Collaboration   |
| CONTENT<br>STATEMENT  | 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.   |
| CONTENT<br>AREA /<br>STANDARD   | NJ.SL.3.           | Progress Indicators for Speaking and Listening  |
| STRAND  |                    | Presentation of Knowledge and Ideas   |
| CONTENT<br>STATEMENT  | 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.   |
| CONTENT<br>STATEMENT  | SL.3.6.            | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.   |
| CONTENT<br>AREA /<br>STANDARD   | NJ.L.3.            | Progress Indicators for Language  |
| STRAND  |                    | Knowledge of Language   |
| CONTENT<br>STATEMENT  | L.3.3.             | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
| CUMULATIVE<br>PROGRESS  | L.3.3.A.           | Choose words and phrases for effect.  |
| INDICATOR   |                    |   |
|   | NJ.L.3.            | Progress Indicators for Language  |
| INDICATOR  CONTENT AREA /   | NJ.L.3.            | Progress Indicators for Language  Vocabulary Acquisition and Use  |
| CONTENT<br>AREA /<br>STANDARD   | NJ.L.3.            |   |
| CONTENT AREA / STANDARD  STRAND  CONTENT  |                    | Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade  |
| CONTENT AREA / STANDARD  STRAND  CONTENT STATEMENT  CUMULATIVE PROGRESS                           | L.3.4.             | Vocabulary Acquisition and Use  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.   |
| CONTENT AREA / STANDARD  STRAND  CONTENT STATEMENT  CUMULATIVE PROGRESS INDICATOR  CONTENT AREA / | L.3.4.<br>L.3.4.A. | Vocabulary Acquisition and Use  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.  Use sentence-level context as a clue to the meaning of a word or phrase. |

| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.5.A.        | Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).  |
|-------------------------------------|-----------------|--|
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.         | Progress Indicators for Language   |
| STRAND                              |                 | Vocabulary Acquisition and Use   |
| CONTENT<br>STATEMENT                | 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). |
|                                     |                 | Treasure Map, Part 2   |
|                                     |                 | New Jersey Student Learning Standards  Language Arts  Grade 3 - Adopted: 2016  |
| CONTENT<br>AREA /<br>STANDARD       | NJSLSA.<br>W.   | Anchor Standards: Writing  |
| STRAND                              |                 | Text Types and Purposes  |
| CONTENT<br>STATEMENT                | NJSLSA.<br>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.   |
| CONTENT<br>AREA /<br>STANDARD       | NJSLSA.<br>W.   | Anchor Standards: Writing  |
| STRAND                              |                 | Production and Distribution of Writing   |
| CONTENT<br>STATEMENT                | NJSLSA.<br>W4.  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   |
| CONTENT<br>STATEMENT                | NJSLSA.<br>W5.  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
| CONTENT<br>STATEMENT                | NJSLSA.<br>W6.  | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  |
| CONTENT<br>AREA /<br>STANDARD       | NJSLSA.<br>W.   | Anchor Standards: Writing  |
| STRAND                              |                 | Range of Writing   |
| CONTENT<br>STATEMENT                | NJSLSA.<br>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.  |
| CONTENT<br>AREA /<br>STANDARD       | NJSLSA.I        | _Anchor Standards: Language  |
| STRAND                              |                 | Conventions of Standard English  |
|                                     |                 |  |

| CONTENT<br>STATEMENT                | NJSLSA.<br>L2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
|-------------------------------------|----------------|---|
| CONTENT<br>AREA /<br>STANDARD       | NJSLSA.I       | _Anchor Standards: Language   |
| STRAND                              |                | Vocabulary Acquisition and Use  |
| CONTENT<br>STATEMENT                | NJSLSA.<br>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. |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.        | Progress Indicators for Writing   |
| STRAND                              |                | Text Types and Purposes   |
| CONTENT<br>STATEMENT                | W.3.2.         | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | W.3.2.A.       | Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | W.3.2.B.       | Develop the topic with facts, definitions, and details.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | W.3.2.D.       | Provide a conclusion.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.        | Progress Indicators for Writing   |
| STRAND                              |                | Production and Distribution of Writing  |
| CONTENT<br>STATEMENT                | 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.)   |
| CONTENT<br>STATEMENT                | W.3.5.         | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.   |
| CONTENT<br>STATEMENT                | 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.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.        | Progress Indicators for Writing   |
| STRAND                              |                | Range of Writing  |
| CONTENT<br>STATEMENT                | 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.   |

| CONTENT  |
|----------|
| AREA /   |
| STANDARD |

#### NJ.L.3. Progress Indicators for Language

| STRAND                              |          | Conventions of Standard English   |
|-------------------------------------|----------|---|
| CONTENT<br>STATEMENT                | L.3.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.1.A. | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.                                     |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.1.D. | Form and use regular and irregular verbs.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language  |
| STRAND                              |          | Conventions of Standard English   |
| CONTENT<br>STATEMENT                | L.3.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.2.A. | Capitalize appropriate words in titles.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.2.E. | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).               |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.2.F. | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language  |
| STRAND                              |          | Knowledge of Language   |
| CONTENT<br>STATEMENT                | L.3.3.   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.3.A. | Choose words and phrases for effect.  |

William Penn, Part 1

CONTENT AREA / STANDARD NJSLSA. Anchor Standards: Reading

R.

STRAND Key Ideas and Details

| CONTENT<br>STATEMENT          | NJSLSA.<br>R2.  | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.   |
|-------------------------------|-----------------|--|
| CONTENT<br>STATEMENT          | NJSLSA.<br>R3.  | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.   |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>R.   | Anchor Standards: Reading  |
| STRAND                        |                 | Craft and Structure  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.    |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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. |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>R.   | Anchor Standards: Reading  |
| STRAND                        |                 | Integration of Knowledge and Ideas   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>R7.  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.                                       |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>R.   | Anchor Standards: Reading  |
| STRAND                        |                 | Range of Reading and Level of Text Complexity  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>R10. | Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.  |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>W.   | Anchor Standards: Writing  |
| STRAND                        |                 | Text Types and Purposes  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.         |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>W.   | Anchor Standards: Writing  |
| STRAND                        |                 | Production and Distribution of Writing   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>W4.  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   |
|                               |                 |  |

| CONTENT<br>STATEMENT          | NJSLSA.<br>W5.  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
|-------------------------------|-----------------|--|
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>W.   | Anchor Standards: Writing  |
| STRAND                        |                 | Research to Build and Present Knowledge  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.                        |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>W.   | Anchor Standards: Writing  |
| STRAND                        |                 | Range of Writing   |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.        |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>SL.  | Anchor Standards: Speaking and Listening   |
| STRAND                        |                 | Comprehension and Collaboration  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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.               |
| CONTENT<br>STATEMENT          | NJSLSA.<br>SL2. | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.   |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.<br>SL.  | Anchor Standards: Speaking and Listening   |
| STRAND                        |                 | Presentation of Knowledge and Ideas  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>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. |
| CONTENT<br>STATEMENT          | NJSLSA.<br>SL6. | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.I        | _Anchor Standards: Language  |
| STRAND                        |                 | Conventions of Standard English  |
| CONTENT<br>STATEMENT          | NJSLSA.<br>L1.  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| CONTENT<br>AREA /<br>STANDARD | NJSLSA.I        | _Anchor Standards: Language  |
| STRAND                        |                 | Knowledge of Language  |
|                               |                 |  |

| STRAND  Vocabulary Acquisition and Use  CONTENT  NUSLSA  CONTENT  NUSLSA  Acquire and use accurately a range of general academic and domain-specific words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.  Lis.  Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listering at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.  CONTENT AREA!  NJ.R.1.3. Progress Indicators for Reading Informational Text  STANDARD  Key Ideas and Details  CONTENT RI.3.2. Determine the main idea of a text recount the key details and explain how they support the main idea.  CONTENT AREA!  NJ.R.1.3. Progress Indicators for Reading Informational Text  STANDARD  Craft and Structure  CONTENT RI.3.1. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.  CONTENT RI.3.1. Progress Indicators for Reading Informational Text  STANDARD  STRAND  Integration of Knowledge and Ideas  CONTENT RI.3.1. 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).  CONTENT RI.3. Describe the logical connection between particular seriences and paragraphs in a text (e.g., comparison, cause/effect Instreaceond/third in a sequence) to support specific points the author makes in a text  CONTENT RI.3. 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.   |                               |          |  |
|--|-------------------------------|----------|--|
| STRAND  Vocabulary Acquisition and Use  CONTENT STATEMENT  NUSUSA. La.  Acquire and use accurately a range of general academic and domain-specific words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.  CONTENT STATEMENT  NUSUSA.  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 levels demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.  CONTENT AREA!  STRAND  Key Ideas and Details  Key Ideas and Details  Key Ideas and Details  RI.3.2. Determine the main idea of a text recount the key details and explain how they support the main idea.  STRAND  CONTENT AREA!  STRAND  Craft and Structure  CONTENT  RI.3.1. Progress Indicators for Reading Informational Text  STRAND  Craft and Structure  CONTENT  RI.3.1. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 to pic or subject area.  CONTENT  RI.3.1. Progress Indicators for Reading Informational Text  STRAND  Integration of Knowledge and Ideas  CONTENT  RI.3.2. 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 averats occur).  CONTENT  RI.3.2. Describe the logical connection between particular sentences and paragraphs in a text (e.g., companison, cause/effect find/second/find in a sequence) to support specific points the author makes in a text.  CONTENT  RI.3.2. Companis, contast 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.  CONTENT  RI.3.4. Read with sufficient accuracy and fluency to support comprehension.                           |                               |          |  |
| CONTENT NJSLSA. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, statement L3. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listering at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.  CONTENT NJR.3. Progress Indicators for Reading Informational Text  Key Ideas and Details  CONTENT STATEMENT  R1.3.2 Determine the main idea of a text recount the key details and explain how they support the main idea.  CONTENT STATEMENT  R1.3.2 Progress Indicators for Reading Informational Text  CONTENT AREA!  NJR.1.3. Progress Indicators for Reading Informational Text  STAND  Craft and Structure  CONTENT R1.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.  CONTENT AREA!  NJR.1.3. Progress Indicators for Reading Informational Text  CONTENT AREA!  NJR.1.3. Progress Indicators for Reading Informational Text  CONTENT AREA!  NJR.1.3. Progress Indicators for Reading Informational Text  CONTENT AREA!  STAND  Integration of Knowledge and Ideas  CONTENT R1.3.1. 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).  CONTENT R1.3.1. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, causeleffect, first/second/filtid in a sequence) to support specific points the author makes in a text.  CONTENT R1.3.9. Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural cornext, and background knowledge) the most important points and key details presented in two texts on the same topic.  CONTENT R1.3.9. Read with sufficient accuracy and fluency to support comprehensio | CONTENT<br>AREA /<br>STANDARD | NJSLSA.L | Anchor Standards: Language   |
| STATEMENT L4. analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.  CONTENT NJSLSA. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listering at the college and career readiness level: demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.  CONTENT AREA / STANDARD  Key Ideas and Details  CONTENT R1.3. Progress Indicators for Reading Informational Text  STANDARD  R3.2. Determine the main idea of a text recount the key details and explain how they support the main idea.  CONTENT STANDARD  STRAND  Craft and Structure  CONTENT STATEMENT  R1.3.1. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.  CONTENT STATEMENT  R1.3.1. Progress Indicators for Reading Informational Text  CONTENT AREA / STANDARD  STRAND  Integration of Knowledge and ideas  CONTENT R1.3.7. Use information gained from text leatures (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).  CONTENT R1.3.9. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/filtrid in a sequence) to support specific points the author makes in a text.  CONTENT R1.3.9. 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.  CONTENT R1.3.9. Progress Indicators for Reading Foundational Skills  STRAND  Fluency  CONTENT R2.3.4. Read with sufficient accuracy and fluency to support comprehension.   | STRAND                        |          | Vocabulary Acquisition and Use   |
| STATEMENT L6. 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.  NJR1.3. Progress Indicators for Reading Informational Text STANDARD  R1.3. Determine the main idea of a text recount the key details and explain how they support the main idea.  CONTENT STATEMENT  NJ.R1.3. Progress Indicators for Reading Informational Text STANDARD  Craft and Structure  CONTENT R1.3. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.  CONTENT STATEMENT  NJ.R1.3. Progress Indicators for Reading Informational Text  STATEMENT  NJ.R1.3. Progress Indicators for Reading Informational Text  AREA I STANDARD  Integration of Knowledge and Ideas  CONTENT R1.3. 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).  CONTENT R1.3. 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.  CONTENT R1.3. 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.  CONTENT RF.3.4. Read with sufficient accuracy and fluency to support comprehension.  |                               |          |  |
| STRAND  Key Ideas and Details  CONTENT STATEMENT  NJ.RI.3. Progress indicators for Reading Informational Text STANDARD  STRAND  CONTENT RI.3.4. Determine the main idea of a text recount the key details and explain how they support the main idea.  STRAND  CONTENT 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.  CONTENT STATEMENT  NJ.RI.3. Progress Indicators for Reading Informational Text  STRAND  Integration of Knowledge and Ideas  CONTENT STATEMENT  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).  CONTENT RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/fittid in a sequence) to support specific points the author makes in a text.  CONTENT 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.  CONTENT NJ.RF.3. Progress Indicators for Reading Foundational Skills  STRAND Fluency  CONTENT RF.3.4. Read with sufficient accuracy and fluency to support comprehension.  |                               |          | reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in |
| CONTENT STATEMENT  RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.  Progress Indicators for Reading Informational Text  AREA / STANDARD  Craft and Structure  CONTENT 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.  CONTENT NJ.RI.3. Progress Indicators for Reading Informational Text  STANDARD  Integration of Knowledge and Ideas  CONTENT 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).  CONTENT 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.  CONTENT 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.  CONTENT RI.3. Progress Indicators for Reading Foundational Skills  STRAND Fluency  CONTENT RF.3.4. Read with sufficient accuracy and fluency to support comprehension.   | CONTENT<br>AREA /<br>STANDARD | NJ.RI.3. | Progress Indicators for Reading Informational Text   |
| CONTENT RI.3. Progress Indicators for Reading Informational Text AREA / STANDARD  Craft and Structure  CONTENT 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.  CONTENT AREA / STANDARD  Integration of Knowledge and Ideas  CONTENT 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).  CONTENT RI.3.9. 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.  CONTENT 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.  CONTENT RI.3.9. Progress Indicators for Reading Foundational Skills  STRAND Fluency  CONTENT RF.3.4. Read with sufficient accuracy and fluency to support comprehension.   | STRAND                        |          | Key Ideas and Details  |
| STRAND  Craft and Structure  CONTENT STATEMENT  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.  CONTENT AREA / ST ANDARD  Transparent  |                               | RI.3.2.  | Determine the main idea of a text; recount the key details and explain how they support the main idea.           |
| CONTENT STATEMENT  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.  CONTENT AREA / STANDARD  STRAND  Integration of Knowledge and Ideas  CONTENT STATEMENT  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).  CONTENT 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.  CONTENT 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.  CONTENT AREA / STANDARD  Fluency  CONTENT RF.3.4. Read with sufficient accuracy and fluency to support comprehension.   | CONTENT<br>AREA /<br>STANDARD | NJ.RI.3. | Progress Indicators for Reading Informational Text   |
| CONTENT AREA / STANDARD  Integration of Knowledge and Ideas  CONTENT 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).  CONTENT 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.  CONTENT STATEMENT  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.  CONTENT AREA / STANDARD  Fluency  CONTENT RF.3.4. Read with sufficient accuracy and fluency to support comprehension.   | STRAND                        |          | Craft and Structure  |
| STRAND  Integration of Knowledge and Ideas  CONTENT STATEMENT  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).  CONTENT STATEMENT  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.  CONTENT STATEMENT  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.  CONTENT AREA / STANDARD  Fluency  CONTENT RF.3.4. Read with sufficient accuracy and fluency to support comprehension.   |                               | RI.3.4.  |  |
| CONTENT STATEMENT  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).  CONTENT 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.  CONTENT 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.  CONTENT AREA / STANDARD  Fluency  CONTENT RF.3.4. Read with sufficient accuracy and fluency to support comprehension.   | CONTENT<br>AREA /<br>STANDARD | NJ.RI.3. | Progress Indicators for Reading Informational Text   |
| CONTENT 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.  CONTENT AREA / STANDARD  RF.3.4. Read with sufficient accuracy and fluency to support comprehension.   | STRAND                        |          | Integration of Knowledge and Ideas   |
| CONTENT 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.  CONTENT AREA / STANDARD  Fluency  CONTENT RF.3.4. Read with sufficient accuracy and fluency to support comprehension.  |                               | RI.3.7.  |  |
| STATEMENT most important points and key details presented in two texts on the same topic.  CONTENT AREA / STANDARD  STRAND  Fluency  CONTENT RF.3.4. Read with sufficient accuracy and fluency to support comprehension.   |                               | RI.3.8.  |  |
| AREA / STANDARD  STRAND Fluency  CONTENT RF.3.4. Read with sufficient accuracy and fluency to support comprehension.   |                               | RI.3.9.  |  |
| CONTENT RF.3.4. Read with sufficient accuracy and fluency to support comprehension.  | CONTENT<br>AREA /<br>STANDARD | NJ.RF.3. | Progress Indicators for Reading Foundational Skills  |
|  | STRAND                        |          | Fluency  |
|  |                               | RF.3.4.  | Read with sufficient accuracy and fluency to support comprehension.  |

| CUMULATIVE<br>PROGRESS<br>INDICATOR | RF.3.4.A. | Read grade-level text with purpose and understanding.   |
|-------------------------------------|-----------|---|
| CUMULATIVE<br>PROGRESS<br>INDICATOR | RF.3.4.C. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.   | Progress Indicators for Writing   |
| STRAND                              |           | Production and Distribution of Writing  |
| CONTENT<br>STATEMENT                | 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.)                           |
| CONTENT<br>STATEMENT                | W.3.5.    | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.   | Progress Indicators for Writing   |
| STRAND                              |           | Research to Build and Present Knowledge   |
| CONTENT<br>STATEMENT                | 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.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.   | Progress Indicators for Writing   |
| STRAND                              |           | Range of Writing  |
| CONTENT<br>STATEMENT                | 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. |
| CONTENT<br>AREA /<br>STANDARD       | NJ.SL.3.  | Progress Indicators for Speaking and Listening  |
| STRAND                              |           | Comprehension and Collaboration   |
| CONTENT<br>STATEMENT                | 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.                                  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.A. | Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | SL.3.1.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).   |

| CUMULATIVE<br>PROGRESS<br>INDICATOR   | SL.3.1.C.              | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.   |
|---|------------------------|---|
| CUMULATIVE<br>PROGRESS<br>INDICATOR   | SL.3.1.D.              | Explain their own ideas and understanding in light of the discussion.   |
| CONTENT<br>AREA /<br>STANDARD   | NJ.SL.3.               | Progress Indicators for Speaking and Listening  |
| STRAND  |                        | Comprehension and Collaboration   |
| CONTENT<br>STATEMENT  | 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.   |
| CONTENT<br>AREA /<br>STANDARD   | NJ.SL.3.               | Progress Indicators for Speaking and Listening  |
| STRAND  |                        | Presentation of Knowledge and Ideas   |
| CONTENT<br>STATEMENT  | 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.   |
| CONTENT<br>STATEMENT  | SL.3.6.                | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.   |
|   |                        |   |
| CONTENT<br>AREA /<br>STANDARD   | NJ.L.3.                | Progress Indicators for Language  |
| AREA /  | NJ.L.3.                | Progress Indicators for Language  Conventions of Standard English   |
| AREA /<br>STANDARD  | NJ.L.3.                |   |
| STRAND  CONTENT   |                        | Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or   |
| STRAND  CONTENT STATEMENT  CUMULATIVE PROGRESS  | L.3.1.                 | Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular   |
| STRAND  CONTENT STATEMENT  CUMULATIVE PROGRESS INDICATOR  CUMULATIVE PROGRESS   | <b>L.3.1.</b> L.3.1.A. | Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  |
| AREA / STANDARD  STRAND  CONTENT STATEMENT  CUMULATIVE PROGRESS INDICATOR  CUMULATIVE PROGRESS INDICATOR  CONTENT AREA /          | L.3.1.A. L.3.1.D.      | Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  Form and use regular and irregular verbs.                                   |
| AREA / STANDARD  STRAND  CONTENT STATEMENT  CUMULATIVE PROGRESS INDICATOR  CUMULATIVE PROGRESS INDICATOR  CONTENT AREA / STANDARD | L.3.1.A. L.3.1.D.      | Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  Form and use regular and irregular verbs.  Progress Indicators for Language |

| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language  |
|-------------------------------------|----------|---|
| STRAND                              |          | Knowledge of Language   |
| CONTENT<br>STATEMENT                | L.3.3.   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.3.A. | Choose words and phrases for effect.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language  |
| STRAND                              |          | Vocabulary Acquisition and Use  |
| CONTENT<br>STATEMENT                | 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. |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.4.A. | Use sentence-level context as a clue to the meaning of a word or phrase.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language  |
| STRAND                              |          | Vocabulary Acquisition and Use  |
| CONTENT<br>STATEMENT                | L.3.5.   | Demonstrate understanding of figurative language, word relationships and nuances in word meanings.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.5.A. | Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).   |
| CONTENT                             | NJ.L.3.  | Progress Indicators for Language  |

#### CONTENT AREA / STANDARD

### NJ.L.3. Progress Indicators for Language

| STRAND               |        | Vocabulary Acquisition and Use   |
|----------------------|--------|--|
| CONTENT<br>STATEMENT | 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). |

## William Penn, Part 2

## New Jersey Student Learning Standards Language Arts

Grade 3 - Adopted: 2016

CONTENT AREA / STANDARD NJSLSA. Anchor Standards: Writing

W.

| STRAND               |                | Text Types and Purposes  |
|----------------------|----------------|--|
| CONTENT<br>STATEMENT | NJSLSA.<br>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. Anchor Standards: Writing W.

| STRAND               |                | Production and Distribution of Writing   |
|----------------------|----------------|--|
| CONTENT<br>STATEMENT | NJSLSA.<br>W4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| CONTENT<br>STATEMENT | NJSLSA.<br>W5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                        |
| CONTENT<br>STATEMENT | NJSLSA.<br>W6. | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.                  |

#### CONTENT AREA / STANDARD

NJSLSA. Anchor Standards: Writing W.

| STRAND    |        | Range of Writing   |
|-----------|--------|--|
| CONTENT   | NISLSA | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a |
| STATEMENT | W10.   | single sitting or a day or two) for a range of tasks, purposes, and audiences.                                     |

#### CONTENT AREA / STANDARD

NJSLSA.L Anchor Standards: Language

| STRAND               |                | Conventions of Standard English  |
|----------------------|----------------|--|
| CONTENT<br>STATEMENT | NJSLSA.<br>L2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

#### CONTENT AREA / STANDARD

NJSLSA.L Anchor Standards: Language

| STRAND               |                | Vocabulary Acquisition and Use  |
|----------------------|----------------|---|
| CONTENT<br>STATEMENT | NJSLSA.<br>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. |

#### CONTENT AREA / STANDARD

NJ.RF.3. Progress Indicators for Reading Foundational Skills

| STRAND                              |           | Phonics and Word Recognition  |
|-------------------------------------|-----------|---|
| CONTENT<br>STATEMENT                | RF.3.3.   | Know and apply grade-level phonics and word analysis skills in decoding and encoding words. |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | RF.3.3.A. | Identify and know the meaning of the most common prefixes and derivational suffixes.        |

CUMULATIVE PROGRESS INDICATOR RF.3.3.B. Decode words with common Latin suffixes.

## NJ.W.3. Progress Indicators for Writing

| STRAND                              |          | Text Types and Purposes   |
|-------------------------------------|----------|---|
| CONTENT<br>STATEMENT                | W.3.2.   | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | W.3.2.A. | Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | W.3.2.B. | Develop the topic with facts, definitions, and details.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | W.3.2.D. | Provide a conclusion.   |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.  | Progress Indicators for Writing   |
| STRAND                              |          | Production and Distribution of Writing  |
| CONTENT<br>STATEMENT                | 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.)                           |
| CONTENT<br>STATEMENT                | W.3.5.   | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.   |
| CONTENT<br>STATEMENT                | 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.  |
| CONTENT<br>AREA /<br>STANDARD       | NJ.W.3.  | Progress Indicators for Writing   |
| STRAND                              |          | Range of Writing  |
| CONTENT                             | 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. |
| CONTENT<br>AREA /<br>STANDARD       | NJ.L.3.  | Progress Indicators for Language  |
| STRAND                              |          | Conventions of Standard English   |
| CONTENT<br>STATEMENT                | L.3.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | L.3.1.A. | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.   |

| CUMULATIVE<br>PROGRESS<br>INDICATOR   | L.3.1.D.                  | Form and use regular and irregular verbs.   |
|---|---------------------------|---|
| CONTENT<br>AREA /<br>STANDARD   | NJ.L.3.                   | Progress Indicators for Language  |
| STRAND  |                           | Conventions of Standard English   |
| CONTENT<br>STATEMENT  | L.3.2.                    | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR   | L.3.2.A.                  | Capitalize appropriate words in titles.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR   | L.3.2.E.                  | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).                                       |
| CUMULATIVE<br>PROGRESS<br>INDICATOR   | L.3.2.F.                  | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.                         |
|   |                           |   |
| CONTENT<br>AREA /<br>ST ANDARD  | NJ.L.3.                   | Progress Indicators for Language  |
| AREA /  | NJ.L.3.                   | Progress Indicators for Language  Knowledge of Language   |
| AREA /<br>STANDARD  | NJ.L.3.                   |   |
| STANDARD STRAND CONTENT   |                           | Knowledge of Language   |
| STRAND  CONTENT STATEMENT  CUMULATIVE PROGRESS                                    | L.3.3.                    | Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.   |
| STRAND  STRAND  CONTENT STATEMENT  CUMULATIVE PROGRESS INDICATOR  CONTENT AREA /  | <b>L.3.3.</b><br>L.3.3.A. | Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Choose words and phrases for effect.                                   |
| STRAND  CONTENT STATEMENT  CUMULATIVE PROGRESS INDICATOR  CONTENT AREA / STANDARD | <b>L.3.3.</b><br>L.3.3.A. | Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Choose words and phrases for effect.  Progress Indicators for Language |