Adventures in Writing

Benjamin Franklin's Lightning Rod

New Jersey Student Learning Standards
Language Arts
Grade **3** - Adopted: **2016**

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

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		**Craft and Structure**
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		**Range of Reading and Level of Text Complexity**
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		**Text Types and Purposes**
CONTENT STATEMENT	NJSLSA. W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		**Production and Distribution of Writing**

CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	**NJSLSA. W.**	**Anchor Standards: Writing**
STRAND		**Research to Build and Present Knowledge**
CONTENT STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT AREA / STANDARD	**NJSLSA. W.**	**Anchor Standards: Writing**
STRAND		**Range of Writing**
CONTENT STATEMENT	NJSLSA. W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD	**NJSLSA. SL.**	**Anchor Standards: Speaking and Listening**
STRAND		**Comprehension and Collaboration**
CONTENT STATEMENT	NJSLSA. 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 AREA / STANDARD	**NJSLSA. SL.**	**Anchor Standards: Speaking and Listening**
STRAND		**Presentation of Knowledge and Ideas**
CONTENT STATEMENT	NJSLSA. 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 STATEMENT	NJSLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT AREA / STANDARD	**NJSLSA.L .**	**Anchor Standards: Language**
STRAND		**Conventions of Standard English**
CONTENT STATEMENT	NJSLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT AREA / STANDARD	NJSLSA.L.	Anchor Standards: Language

STRAND		Knowledge of Language

CONTENT STATEMENT	NJSLSA. 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.L.	Anchor Standards: Language

STRAND		Vocabulary Acquisition and Use

CONTENT STATEMENT	NJSLSA. 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 STATEMENT	NJSLSA. 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.RI.3.	Progress Indicators for Reading Informational Text

STRAND		Key Ideas and Details

CONTENT 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 / STANDARD	NJ.RI.3.	Progress Indicators for Reading Informational Text

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 / STANDARD	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 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 AREA / STANDARD	NJ.RF.3.	Progress Indicators for Reading Foundational Skills

STRAND		Fluency

CONTENT STATEMENT	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
CUMULATIVE PROGRESS INDICATOR	RF.3.4.A.	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	NJ.W.3.	Progress Indicators for Writing

STRAND		Text Types and Purposes
CONTENT STATEMENT	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CUMULATIVE PROGRESS 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 PROGRESS INDICATOR	W.3.2.B.	Develop the topic with facts, definitions, and details.

CONTENT AREA / STANDARD	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 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 AREA / STANDARD	NJ.W.3.	Progress Indicators for Writing

STRAND		Range of Writing
CONTENT 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.SL.3.	Progress Indicators for Speaking and Listening

STRAND		Comprehension and Collaboration

CONTENT 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 PROGRESS 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 PROGRESS 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 PROGRESS 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 PROGRESS 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		Comprehension and Collaboration
CONTENT 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 AREA / STANDARD	NJ.SL.3.	Progress Indicators for Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
CONTENT 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 STATEMENT	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.3.1.A.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
CUMULATIVE PROGRESS INDICATOR	L.3.1.H.	Use coordinating and subordinating conjunctions.

CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CUMULATIVE PROGRESS INDICATOR	L.3.2.A.	Capitalize appropriate words in titles.
CUMULATIVE PROGRESS 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 PROGRESS 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 AREA / STANDARD	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	L.3.3.A.	Choose words and phrases for effect.

CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT 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 PROGRESS INDICATOR	L.3.4.A.	Use sentence-level context as a clue to the meaning of a word or phrase.

CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.3.5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

CUMULATIVE PROGRESS 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 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

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CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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

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

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CONTENT AREA / STANDARD	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	NJSLSA. 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 AREA / STANDARD	NJSLSA. SL.	Anchor Standards: Speaking and Listening
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CONTENT STATEMENT	NJSLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT AREA / STANDARD	NJSLSA.L .	Anchor Standards: Language
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CONTENT STATEMENT	NJSLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.L .	Anchor Standards: Language
STRAND		Knowledge of Language

CONTENT STATEMENT	NJSLSA. 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.L .**	**Anchor Standards: Language**
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CONTENT AREA / STANDARD	**NJ.RI.3.**	**Progress Indicators for Reading Informational Text**
STRAND		**Key Ideas and Details**
CONTENT 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 / STANDARD	**NJ.RI.3.**	**Progress Indicators for Reading Informational Text**
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 / STANDARD	**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 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 AREA / STANDARD	**NJ.RF.3.**	**Progress Indicators for Reading Foundational Skills**
STRAND		**Phonics and Word Recognition**
CONTENT STATEMENT	**RF.3.3.**	**Know and apply grade-level phonics and word analysis skills in decoding and encoding words.**
CUMULATIVE PROGRESS 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.

CONTENT AREA / STANDARD	NJ.RF.3.	Progress Indicators for Reading Foundational Skills

STRAND		Fluency
CONTENT STATEMENT	**RF.3.4.**	**Read with sufficient accuracy and fluency to support comprehension.**

CUMULATIVE PROGRESS INDICATOR	RF.3.4.A.	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	NJ.W.3.	Progress Indicators for Writing

STRAND		Text Types and Purposes
CONTENT STATEMENT	**W.3.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**

CUMULATIVE PROGRESS 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 PROGRESS INDICATOR	W.3.2.B.	Develop the topic with facts, definitions, and details.

CUMULATIVE PROGRESS INDICATOR	W.3.2.D.	Provide a conclusion.

CONTENT AREA / STANDARD	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 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 AREA / STANDARD	NJ.W.3.	Progress Indicators for Writing

STRAND		Range of Writing
CONTENT 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.SL.3.**	**Progress Indicators for Speaking and Listening**

STRAND		Comprehension and Collaboration
CONTENT 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 PROGRESS 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 PROGRESS 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 PROGRESS 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 PROGRESS 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		Comprehension and Collaboration
CONTENT 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 AREA / STANDARD	**NJ.SL.3.**	**Progress Indicators for Speaking and Listening**

STRAND		Presentation of Knowledge and Ideas
CONTENT 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 STATEMENT	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONTENT AREA / STANDARD	**NJ.L.3.**	**Progress Indicators for Language**

STRAND		Conventions of Standard English
CONTENT STATEMENT	**L.3.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

CUMULATIVE PROGRESS INDICATOR	L.3.1.A.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
CUMULATIVE PROGRESS INDICATOR	L.3.1.D.	Form and use regular and irregular verbs.

CONTENT AREA / STANDARD	**NJ.L.3.**	**Progress Indicators for Language**
STRAND		**Conventions of Standard English**
CONTENT STATEMENT	**L.3.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
CUMULATIVE PROGRESS INDICATOR	L.3.2.A.	Capitalize appropriate words in titles.
CUMULATIVE PROGRESS 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).
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CONTENT 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 PROGRESS INDICATOR	L.3.4.A.	Use sentence-level context as a clue to the meaning of a word or phrase.
CUMULATIVE PROGRESS 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 AREA / STANDARD	NJ.L.3.	Progress Indicators for Language
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CONTENT STATEMENT	L.3.5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

CUMULATIVE PROGRESS INDICATOR	L.3.5.A.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

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CONTENT STATEMENT	NJSLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT AREA / STANDARD	NJSLSA.L .	Anchor Standards: Language

STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. 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.L .	Anchor Standards: Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. 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 STATEMENT	NJSLSA. 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.RI.3.	Progress Indicators for Reading Informational Text

STRAND		Key Ideas and Details
CONTENT 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 / STANDARD	NJ.RI.3.	Progress Indicators for Reading Informational Text

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 / STANDARD	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 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 AREA / STANDARD	NJ.RF.3.	Progress Indicators for Reading Foundational Skills

STRAND		Phonics and Word Recognition
CONTENT STATEMENT	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
CUMULATIVE PROGRESS 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.

CONTENT AREA / STANDARD	NJ.RF.3.	Progress Indicators for Reading Foundational Skills

STRAND		Fluency
CONTENT STATEMENT	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
CUMULATIVE PROGRESS INDICATOR	RF.3.4.A.	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	NJ.W.3.	Progress Indicators for Writing

STRAND		Text Types and Purposes
CONTENT STATEMENT	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CUMULATIVE PROGRESS 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 PROGRESS INDICATOR	W.3.2.B.	Develop the topic with facts, definitions, and details.
CUMULATIVE PROGRESS INDICATOR	W.3.2.D.	Provide a conclusion.

CONTENT AREA / STANDARD	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 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 AREA / STANDARD	**NJ.W.3.**	**Progress Indicators for Writing**
STRAND		**Range of Writing**
CONTENT 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.SL.3.**	**Progress Indicators for Speaking and Listening**
STRAND		**Comprehension and Collaboration**
CONTENT 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 PROGRESS 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 PROGRESS 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 PROGRESS 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 PROGRESS 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		**Comprehension and Collaboration**
CONTENT 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 AREA / STANDARD	**NJ.SL.3.**	**Progress Indicators for Speaking and Listening**
STRAND		**Presentation of Knowledge and Ideas**

CONTENT 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 STATEMENT	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONTENT AREA / STANDARD	**NJ.L.3.**	**Progress Indicators for Language**

STRAND		**Conventions of Standard English**
CONTENT STATEMENT	**L.3.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CUMULATIVE PROGRESS INDICATOR	L.3.1.A.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
CUMULATIVE PROGRESS INDICATOR	L.3.1.D.	Form and use regular and irregular verbs.

CONTENT AREA / STANDARD	**NJ.L.3.**	**Progress Indicators for Language**

STRAND		**Conventions of Standard English**
CONTENT STATEMENT	**L.3.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
CUMULATIVE PROGRESS INDICATOR	L.3.2.A.	Capitalize appropriate words in titles.
CUMULATIVE PROGRESS 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 PROGRESS 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 AREA / STANDARD	**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	L.3.3.A.	Choose words and phrases for effect.

CONTENT AREA / STANDARD	**NJ.L.3.**	**Progress Indicators for Language**

STRAND		Vocabulary Acquisition and Use
CONTENT 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 PROGRESS INDICATOR	L.3.4.A.	Use sentence-level context as a clue to the meaning of a word or phrase.
CUMULATIVE PROGRESS 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 AREA / STANDARD	NJ.L.3.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.3.5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
CUMULATIVE PROGRESS 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 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).

Hannibal's War

New Jersey Student Learning Standards
Language Arts
Grade **3** - Adopted: **2016**

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

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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

STRAND		**Range of Reading and Level of Text Complexity**

CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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

STRAND		**Text Types and Purposes**

CONTENT STATEMENT	NJSLSA. W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

STRAND		**Production and Distribution of Writing**

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

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

STRAND		**Research to Build and Present Knowledge**

CONTENT STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

STRAND		**Range of Writing**

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

CONTENT AREA / STANDARD	NJSLSA. SL.	**Anchor Standards: Speaking and Listening**

STRAND		**Comprehension and Collaboration**

CONTENT STATEMENT	NJSLSA. 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 AREA / STANDARD	NJSLSA. SL.	**Anchor Standards: Speaking and Listening**

STRAND		**Presentation of Knowledge and Ideas**

CONTENT STATEMENT	NJSLSA. 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 STATEMENT	NJSLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CONTENT AREA / STANDARD	NJSLSA.L.	**Anchor Standards: Language**

STRAND		**Conventions of Standard English**

CONTENT STATEMENT	NJSLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT AREA / STANDARD	NJSLSA.L.	**Anchor Standards: Language**

STRAND		**Knowledge of Language**

CONTENT STATEMENT	NJSLSA. 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.L.	**Anchor Standards: Language**

STRAND		**Vocabulary Acquisition and Use**

CONTENT STATEMENT	NJSLSA. 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 STATEMENT	NJSLSA. 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.RI.3.	**Progress Indicators for Reading Informational Text**

STRAND		**Key Ideas and Details**

CONTENT 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 / STANDARD	NJ.RI.3.	Progress Indicators for Reading Informational Text

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 / STANDARD	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 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 AREA / STANDARD	NJ.RF.3.	Progress Indicators for Reading Foundational Skills

STRAND		Fluency
CONTENT STATEMENT	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
CUMULATIVE PROGRESS INDICATOR	RF.3.4.A.	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	NJ.W.3.	Progress Indicators for Writing

STRAND		Text Types and Purposes
CONTENT STATEMENT	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CUMULATIVE PROGRESS 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 PROGRESS INDICATOR	W.3.2.B.	Develop the topic with facts, definitions, and details.

CONTENT AREA / STANDARD	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 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 AREA / STANDARD	**NJ.W.3.**	**Progress Indicators for Writing**
STRAND		**Range of Writing**
CONTENT 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.SL.3.**	**Progress Indicators for Speaking and Listening**
STRAND		**Comprehension and Collaboration**
CONTENT 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 PROGRESS 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 PROGRESS 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 PROGRESS 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 PROGRESS 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		**Comprehension and Collaboration**
CONTENT 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 AREA / STANDARD	**NJ.SL.3.**	**Progress Indicators for Speaking and Listening**
STRAND		**Presentation of Knowledge and Ideas**

CONTENT 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 STATEMENT	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.3.1.A.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.3.2.A.	Capitalize appropriate words in titles.
CUMULATIVE PROGRESS 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 PROGRESS 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 AREA / STANDARD	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	L.3.3.A.	Choose words and phrases for effect.

CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT 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 PROGRESS INDICATOR	L.3.4.A.	Use sentence-level context as a clue to the meaning of a word or phrase.

CONTENT AREA / STANDARD	**NJ.L.3.**	**Progress Indicators for Language**

STRAND		**Vocabulary Acquisition and Use**
CONTENT STATEMENT	**L.3.5.**	**Demonstrate understanding of figurative language, word relationships and nuances in word meanings.**

CUMULATIVE PROGRESS 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 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 AREA / STANDARD	**NJSLSA. R.**	**Anchor Standards: Reading**

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

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

STRAND		**Craft and Structure**
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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

STRAND		**Range of Reading and Level of Text Complexity**

CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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

STRAND		**Text Types and Purposes**

CONTENT STATEMENT	NJSLSA. W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

STRAND		**Production and Distribution of Writing**

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

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

STRAND		**Range of Writing**

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

CONTENT AREA / STANDARD	**NJSLSA. SL.**	**Anchor Standards: Speaking and Listening**

STRAND		**Comprehension and Collaboration**

CONTENT STATEMENT	NJSLSA. 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 AREA / STANDARD	**NJSLSA. SL.**	**Anchor Standards: Speaking and Listening**

STRAND		**Presentation of Knowledge and Ideas**

CONTENT STATEMENT	NJSLSA. 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 STATEMENT	NJSLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CONTENT AREA / STANDARD	NJSLSA.L.	Anchor Standards: Language

STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA.L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STATEMENT	NJSLSA.L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT AREA / STANDARD	NJSLSA.L.	Anchor Standards: Language

STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA.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.L.	Anchor Standards: Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA.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 STATEMENT	NJSLSA.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.RI.3.	Progress Indicators for Reading Informational Text

STRAND		Key Ideas and Details
CONTENT 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 / STANDARD	NJ.RI.3.	Progress Indicators for Reading Informational Text

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 / STANDARD	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 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 AREA / STANDARD	NJ.RF.3.	Progress Indicators for Reading Foundational Skills

STRAND		Fluency
CONTENT STATEMENT	**RF.3.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
CUMULATIVE PROGRESS INDICATOR	RF.3.4.A.	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	NJ.W.3.	Progress Indicators for Writing

STRAND		Text Types and Purposes
CONTENT STATEMENT	**W.3.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
CUMULATIVE PROGRESS 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 PROGRESS INDICATOR	W.3.2.B.	Develop the topic with facts, definitions, and details.
CUMULATIVE PROGRESS INDICATOR	W.3.2.D.	Provide a conclusion.

CONTENT AREA / STANDARD	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 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 AREA / STANDARD	NJ.W.3.	Progress Indicators for Writing

STRAND		Range of Writing
CONTENT 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.

STRAND		Comprehension and Collaboration
CONTENT 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 PROGRESS 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 PROGRESS 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 PROGRESS 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 PROGRESS INDICATOR	SL.3.1.D.	Explain their own ideas and understanding in light of the discussion.

STRAND		Comprehension and Collaboration
CONTENT 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.

STRAND		Presentation of Knowledge and Ideas
CONTENT 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 STATEMENT	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.3.1.	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

CUMULATIVE PROGRESS INDICATOR	L.3.1.A.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
CUMULATIVE PROGRESS INDICATOR	L.3.1.D.	Form and use regular and irregular verbs.

CONTENT AREA / STANDARD	**NJ.L.3.**	**Progress Indicators for Language**

STRAND		**Conventions of Standard English**
CONTENT STATEMENT	**L.3.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
CUMULATIVE PROGRESS INDICATOR	L.3.2.A.	Capitalize appropriate words in titles.
CUMULATIVE PROGRESS INDICATOR	L.3.2.B.	Use commas in addresses.
CUMULATIVE PROGRESS 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 PROGRESS 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 AREA / STANDARD	**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	L.3.3.A.	Choose words and phrases for effect.

CONTENT AREA / STANDARD	**NJ.L.3.**	**Progress Indicators for Language**

STRAND		**Vocabulary Acquisition and Use**
CONTENT 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 PROGRESS INDICATOR	L.3.4.A.	Use sentence-level context as a clue to the meaning of a word or phrase.

CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.3.5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
CUMULATIVE PROGRESS 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 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. R.	Anchor Standards: Reading
STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		**Text Types and Purposes**
CONTENT STATEMENT	NJSLSA. W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		**Range of Writing**
CONTENT STATEMENT	NJSLSA. W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT AREA / STANDARD	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		**Comprehension and Collaboration**
CONTENT STATEMENT	NJSLSA. 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 AREA / STANDARD	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		**Presentation of Knowledge and Ideas**
CONTENT STATEMENT	NJSLSA. 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 STATEMENT	NJSLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CONTENT AREA / STANDARD	NJSLSA.L.	Anchor Standards: Language
STRAND		**Conventions of Standard English**

CONTENT STATEMENT	NJSLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT AREA / STANDARD	**NJSLSA.L .**	**Anchor Standards: Language**

STRAND		**Knowledge of Language**

CONTENT STATEMENT	NJSLSA. 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.L .**	**Anchor Standards: Language**

STRAND		**Vocabulary Acquisition and Use**

CONTENT STATEMENT	NJSLSA. 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 STATEMENT	NJSLSA. 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.RI.3.**	**Progress Indicators for Reading Informational Text**

STRAND		**Key Ideas and Details**

CONTENT 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 / STANDARD	**NJ.RI.3.**	**Progress Indicators for Reading Informational Text**

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 / STANDARD	**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 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 AREA / STANDARD	NJ.RF.3.	Progress Indicators for Reading Foundational Skills

STRAND		Fluency
CONTENT STATEMENT	**RF.3.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
CUMULATIVE PROGRESS INDICATOR	RF.3.4.A.	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	NJ.W.3.	Progress Indicators for Writing

STRAND		Text Types and Purposes
CONTENT STATEMENT	**W.3.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
CUMULATIVE PROGRESS 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 PROGRESS INDICATOR	W.3.2.B.	Develop the topic with facts, definitions, and details.
CUMULATIVE PROGRESS INDICATOR	W.3.2.D.	Provide a conclusion.

CONTENT AREA / STANDARD	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 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 AREA / STANDARD	NJ.W.3.	Progress Indicators for Writing

STRAND		Range of Writing

CONTENT 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.SL.3.**	**Progress Indicators for Speaking and Listening**
STRAND		**Comprehension and Collaboration**
CONTENT 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 PROGRESS 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 PROGRESS 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 PROGRESS 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 PROGRESS 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		**Comprehension and Collaboration**
CONTENT 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 AREA / STANDARD	**NJ.SL.3.**	**Progress Indicators for Speaking and Listening**
STRAND		**Presentation of Knowledge and Ideas**
CONTENT 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 STATEMENT	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CONTENT AREA / STANDARD	**NJ.L.3.**	**Progress Indicators for Language**
STRAND		**Conventions of Standard English**
CONTENT STATEMENT	**L.3.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

CUMULATIVE PROGRESS INDICATOR	L.3.1.A.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
CUMULATIVE PROGRESS INDICATOR	L.3.1.D.	Form and use regular and irregular verbs.
CUMULATIVE PROGRESS INDICATOR	L.3.1.F.	Ensure subject-verb and pronoun-antecedent agreement.

CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.3.2.A.	Capitalize appropriate words in titles.
CUMULATIVE PROGRESS 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 PROGRESS 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 AREA / STANDARD	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	L.3.3.A.	Choose words and phrases for effect.

CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT 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 PROGRESS INDICATOR	L.3.4.A.	Use sentence-level context as a clue to the meaning of a word or phrase.

CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language
STRAND		**Vocabulary Acquisition and Use**
CONTENT STATEMENT	**L.3.5.**	**Demonstrate understanding of figurative language, word relationships and nuances in word meanings.**
CUMULATIVE PROGRESS 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 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. R.	Anchor Standards: Reading
STRAND		**Key Ideas and Details**
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		**Craft and Structure**
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		**Range of Reading and Level of Text Complexity**
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		**Text Types and Purposes**
CONTENT STATEMENT	NJSLSA. W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		**Range of Writing**
CONTENT STATEMENT	NJSLSA. W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT AREA / STANDARD	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		**Comprehension and Collaboration**
CONTENT STATEMENT	NJSLSA. 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 AREA / STANDARD	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		**Presentation of Knowledge and Ideas**
CONTENT STATEMENT	NJSLSA. 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 STATEMENT	NJSLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CONTENT AREA / STANDARD	NJSLSA.L .	Anchor Standards: Language
STRAND		**Conventions of Standard English**

CONTENT STATEMENT	NJSLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT AREA / STANDARD	NJSLSA.L.	Anchor Standards: Language

STRAND		Knowledge of Language

CONTENT STATEMENT	NJSLSA. 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.L.	Anchor Standards: Language

STRAND		Vocabulary Acquisition and Use

CONTENT STATEMENT	NJSLSA. 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 STATEMENT	NJSLSA. 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.RI.3.	Progress Indicators for Reading Informational Text

STRAND		Key Ideas and Details

CONTENT 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 / STANDARD	NJ.RI.3.	Progress Indicators for Reading Informational Text

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 / STANDARD	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 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 AREA / STANDARD	NJ.RF.3.	Progress Indicators for Reading Foundational Skills

STRAND		Fluency
CONTENT STATEMENT	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
CUMULATIVE PROGRESS INDICATOR	RF.3.4.A.	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	NJ.W.3.	Progress Indicators for Writing

STRAND		Text Types and Purposes
CONTENT STATEMENT	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CUMULATIVE PROGRESS 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 PROGRESS INDICATOR	W.3.2.B.	Develop the topic with facts, definitions, and details.
CUMULATIVE PROGRESS INDICATOR	W.3.2.D.	Provide a conclusion.

CONTENT AREA / STANDARD	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 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 AREA / STANDARD	NJ.W.3.	Progress Indicators for Writing

STRAND		Range of Writing

CONTENT 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.SL.3.**	**Progress Indicators for Speaking and Listening**
STRAND		**Comprehension and Collaboration**
CONTENT 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 PROGRESS 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 PROGRESS 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 PROGRESS 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 PROGRESS 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		**Comprehension and Collaboration**
CONTENT 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 AREA / STANDARD	**NJ.SL.3.**	**Progress Indicators for Speaking and Listening**
STRAND		**Presentation of Knowledge and Ideas**
CONTENT 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 STATEMENT	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CONTENT AREA / STANDARD	**NJ.L.3.**	**Progress Indicators for Language**
STRAND		**Conventions of Standard English**
CONTENT STATEMENT	**L.3.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

CUMULATIVE PROGRESS INDICATOR	L.3.1.A.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
CUMULATIVE PROGRESS INDICATOR	L.3.1.D.	Form and use regular and irregular verbs.
CUMULATIVE PROGRESS INDICATOR	L.3.1.F.	Ensure subject-verb and pronoun-antecedent agreement.

CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CUMULATIVE PROGRESS INDICATOR	L.3.2.A.	Capitalize appropriate words in titles.
CUMULATIVE PROGRESS 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 PROGRESS 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 AREA / STANDARD	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	L.3.3.A.	Choose words and phrases for effect.

CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT 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 PROGRESS INDICATOR	L.3.4.A.	Use sentence-level context as a clue to the meaning of a word or phrase.

CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.3.5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
CUMULATIVE PROGRESS 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 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. R.	Anchor Standards: Reading
STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	NJSLSA. R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CONTENT STATEMENT	NJSLSA. 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 AREA / STANDARD	**NJSLSA. R.**	**Anchor Standards: Reading**
STRAND		**Range of Reading and Level of Text Complexity**
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	**NJSLSA. W.**	**Anchor Standards: Writing**
STRAND		**Text Types and Purposes**
CONTENT STATEMENT	NJSLSA. W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT AREA / STANDARD	**NJSLSA. W.**	**Anchor Standards: Writing**
STRAND		**Production and Distribution of Writing**
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT AREA / STANDARD	**NJSLSA. W.**	**Anchor Standards: Writing**
STRAND		**Research to Build and Present Knowledge**
CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT AREA / STANDARD	**NJSLSA. W.**	**Anchor Standards: Writing**
STRAND		**Range of Writing**
CONTENT STATEMENT	NJSLSA. W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD	**NJSLSA. SL.**	**Anchor Standards: Speaking and Listening**
STRAND		**Comprehension and Collaboration**
CONTENT STATEMENT	NJSLSA. 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 STATEMENT	NJSLSA. SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT AREA / STANDARD	NJSLSA. SL.	**Anchor Standards: Speaking and Listening**

STRAND		**Presentation of Knowledge and Ideas**

CONTENT STATEMENT	NJSLSA. 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 STATEMENT	NJSLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CONTENT AREA / STANDARD	NJSLSA.L .	**Anchor Standards: Language**

STRAND		**Conventions of Standard English**

CONTENT STATEMENT	NJSLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONTENT AREA / STANDARD	NJSLSA.L .	**Anchor Standards: Language**

STRAND		**Knowledge of Language**

CONTENT STATEMENT	NJSLSA. 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.L .	**Anchor Standards: Language**

STRAND		**Vocabulary Acquisition and Use**

CONTENT STATEMENT	NJSLSA. 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 STATEMENT	NJSLSA. 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.RI.3.	**Progress Indicators for Reading Informational Text**

STRAND		**Key Ideas and Details**

CONTENT 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 / STANDARD	NJ.RI.3.	**Progress Indicators for Reading Informational Text**

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

STRAND		Fluency
CONTENT STATEMENT	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
CUMULATIVE PROGRESS INDICATOR	RF.3.4.A.	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	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 / STANDARD	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.

CONTENT AREA / STANDARD	NJ.W.3.	Progress Indicators for Writing

STRAND		Range of Writing
CONTENT 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.SL.3.	Progress Indicators for Speaking and Listening

STRAND		Comprehension and Collaboration
CONTENT 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 PROGRESS 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 PROGRESS 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 PROGRESS 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 PROGRESS 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		Comprehension and Collaboration
CONTENT 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 AREA / STANDARD	NJ.SL.3.	Progress Indicators for Speaking and Listening

STRAND		Presentation of Knowledge and Ideas
CONTENT 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 STATEMENT	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CUMULATIVE PROGRESS INDICATOR	L.3.1.A.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

CONTENT AREA / STANDARD	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	L.3.3.A.	Choose words and phrases for effect.

CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT 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 PROGRESS INDICATOR	L.3.4.A.	Use sentence-level context as a clue to the meaning of a word or phrase.

CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.3.5.	**Demonstrate understanding of figurative language, word relationships and nuances in word meanings.**

CUMULATIVE PROGRESS 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 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**

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

STRAND		Text Types and Purposes

| CONTENT STATEMENT | NJSLSA. W2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |

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

| STRAND | | Production and Distribution of Writing |

| CONTENT STATEMENT | NJSLSA. W4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

| CONTENT STATEMENT | NJSLSA. W5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |

| CONTENT STATEMENT | NJSLSA. W6. | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |

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

| STRAND | | Range of Writing |

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

| CONTENT AREA / STANDARD | NJSLSA.L. | Anchor Standards: Language |

| STRAND | | Conventions of Standard English |

| CONTENT STATEMENT | NJSLSA. 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 STATEMENT | NJSLSA. 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.W.3. | Progress Indicators for Writing |

| STRAND | | Text Types and Purposes |

| **CONTENT STATEMENT** | **W.3.2.** | **Write informative/explanatory texts to examine a topic and convey ideas and information clearly.** |

| CUMULATIVE PROGRESS 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 PROGRESS INDICATOR	W.3.2.B.	Develop the topic with facts, definitions, and details.
CUMULATIVE PROGRESS INDICATOR	W.3.2.D.	Provide a conclusion.
CONTENT AREA / STANDARD	**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 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 AREA / STANDARD	**NJ.W.3.**	**Progress Indicators for Writing**
STRAND		**Range of Writing**
CONTENT 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 STATEMENT	**L.3.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CUMULATIVE PROGRESS INDICATOR	L.3.1.A.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
CUMULATIVE PROGRESS INDICATOR	L.3.1.D.	Form and use regular and irregular verbs.
CUMULATIVE PROGRESS INDICATOR	L.3.1.F.	Ensure subject-verb and pronoun-antecedent agreement.
CONTENT AREA / STANDARD	**NJ.L.3.**	**Progress Indicators for Language**
STRAND		**Conventions of Standard English**

CONTENT STATEMENT	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.3.2.A.	Capitalize appropriate words in titles.
CUMULATIVE PROGRESS 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 PROGRESS 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 AREA / STANDARD	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	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	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

STRAND		**Range of Writing**

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

CONTENT AREA / STANDARD	NJSLSA. SL.	**Anchor Standards: Speaking and Listening**

STRAND		**Comprehension and Collaboration**

CONTENT STATEMENT	NJSLSA. 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 AREA / STANDARD	NJSLSA. SL.	**Anchor Standards: Speaking and Listening**

STRAND		**Presentation of Knowledge and Ideas**

CONTENT STATEMENT	NJSLSA. 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 STATEMENT	NJSLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CONTENT AREA / STANDARD	NJSLSA.L.	**Anchor Standards: Language**

STRAND		**Conventions of Standard English**

CONTENT STATEMENT	NJSLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONTENT AREA / STANDARD	NJSLSA.L.	**Anchor Standards: Language**

STRAND		**Knowledge of Language**

CONTENT STATEMENT	NJSLSA. 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.L.	**Anchor Standards: Language**

STRAND		**Vocabulary Acquisition and Use**

CONTENT STATEMENT	NJSLSA. 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.RI.3.	Progress Indicators for Reading Informational Text
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 / STANDARD	NJ.W.3.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CUMULATIVE PROGRESS 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 AREA / STANDARD	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 / STANDARD	NJ.W.3.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT 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.SL.3.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT 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 PROGRESS 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 PROGRESS 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 PROGRESS 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 PROGRESS 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 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 STATEMENT	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONTENT AREA / STANDARD	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	L.3.3.A.	Choose words and phrases for effect.

CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language
STRAND		**Vocabulary Acquisition and Use**
CONTENT 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**

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		**Text Types and Purposes**
CONTENT STATEMENT	NJSLSA. W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

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

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT AREA / STANDARD	NJSLSA.L .	Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STATEMENT	NJSLSA. 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 STATEMENT	NJSLSA. 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.W.3.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CUMULATIVE PROGRESS 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 PROGRESS INDICATOR	W.3.2.B.	Develop the topic with facts, definitions, and details.

CUMULATIVE PROGRESS INDICATOR	W.3.2.D.	Provide a conclusion.

CONTENT AREA / STANDARD	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 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 AREA / STANDARD	NJ.W.3.	Progress Indicators for Writing

STRAND		Range of Writing
CONTENT 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 STATEMENT	**L.3.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CUMULATIVE PROGRESS INDICATOR	L.3.1.A.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
CUMULATIVE PROGRESS INDICATOR	L.3.1.D.	Form and use regular and irregular verbs.

CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language

STRAND		Conventions of Standard English
CONTENT STATEMENT	**L.3.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
CUMULATIVE PROGRESS INDICATOR	L.3.2.A.	Capitalize appropriate words in titles.

CUMULATIVE PROGRESS 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 PROGRESS 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 AREA / STANDARD	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	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 AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading

STRAND		Craft and Structure

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

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

STRAND		Text Types and Purposes

CONTENT STATEMENT	NJSLSA. W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

STRAND		Production and Distribution of Writing

CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

STRAND		Range of Writing

CONTENT STATEMENT	NJSLSA. W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD	**NJSLSA. SL.**	**Anchor Standards: Speaking and Listening**
STRAND		**Comprehension and Collaboration**
CONTENT STATEMENT	NJSLSA. 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 AREA / STANDARD	**NJSLSA. SL.**	**Anchor Standards: Speaking and Listening**
STRAND		**Presentation of Knowledge and Ideas**
CONTENT STATEMENT	NJSLSA. 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 STATEMENT	NJSLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT AREA / STANDARD	**NJSLSA.L .**	**Anchor Standards: Language**
STRAND		**Conventions of Standard English**
CONTENT STATEMENT	NJSLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT AREA / STANDARD	**NJSLSA.L .**	**Anchor Standards: Language**
STRAND		**Knowledge of Language**
CONTENT STATEMENT	NJSLSA. 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.L .**	**Anchor Standards: Language**
STRAND		**Vocabulary Acquisition and Use**
CONTENT STATEMENT	NJSLSA. 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.RI.3.**	**Progress Indicators for Reading Informational Text**
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 / STANDARD	NJ.W.3.	Progress Indicators for Writing

STRAND		Text Types and Purposes
CONTENT STATEMENT	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CUMULATIVE PROGRESS 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 AREA / STANDARD	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 / STANDARD	NJ.W.3.	Progress Indicators for Writing

STRAND		Range of Writing
CONTENT 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.SL.3.	Progress Indicators for Speaking and Listening

STRAND		Comprehension and Collaboration
CONTENT 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 PROGRESS 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 PROGRESS 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 PROGRESS 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 PROGRESS 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 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 STATEMENT	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONTENT AREA / STANDARD	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	L.3.3.A.	Choose words and phrases for effect.

CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT 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

New Jersey Student Learning Standards
Language Arts
Grade **3** - Adopted: **2016**

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	**NJSLSA. W.**	**Anchor Standards: Writing**
STRAND		**Range of Writing**
CONTENT STATEMENT	NJSLSA. W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD	**NJSLSA.L .**	**Anchor Standards: Language**
STRAND		**Conventions of Standard English**
CONTENT STATEMENT	NJSLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STATEMENT	NJSLSA. 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 STATEMENT	NJSLSA. 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.W.3.**	**Progress Indicators for Writing**
STRAND		**Text Types and Purposes**
CONTENT STATEMENT	**W.3.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
CUMULATIVE PROGRESS 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 PROGRESS INDICATOR	W.3.2.B.	Develop the topic with facts, definitions, and details.
CUMULATIVE PROGRESS INDICATOR	W.3.2.D.	Provide a conclusion.
CONTENT AREA / STANDARD	**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 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 AREA / STANDARD	NJ.W.3.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT 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 STATEMENT	**L.3.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CUMULATIVE PROGRESS INDICATOR	L.3.1.A.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
CUMULATIVE PROGRESS INDICATOR	L.3.1.D.	Form and use regular and irregular verbs.

CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	**L.3.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
CUMULATIVE PROGRESS INDICATOR	L.3.2.A.	Capitalize appropriate words in titles.
CUMULATIVE PROGRESS 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 PROGRESS 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 AREA / STANDARD	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	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 AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading

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

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

STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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

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

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

STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT AREA / STANDARD	NJSLSA. SL.	Anchor Standards: Speaking and Listening

STRAND		Comprehension and Collaboration

CONTENT STATEMENT	NJSLSA. 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 AREA / STANDARD	**NJSLSA. SL.**	**Anchor Standards: Speaking and Listening**
STRAND		**Presentation of Knowledge and Ideas**
CONTENT STATEMENT	NJSLSA. 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 STATEMENT	NJSLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT AREA / STANDARD	**NJSLSA.L .**	**Anchor Standards: Language**
STRAND		**Conventions of Standard English**
CONTENT STATEMENT	NJSLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT AREA / STANDARD	**NJSLSA.L .**	**Anchor Standards: Language**
STRAND		**Knowledge of Language**
CONTENT STATEMENT	NJSLSA. 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.L .**	**Anchor Standards: Language**
STRAND		**Vocabulary Acquisition and Use**
CONTENT STATEMENT	NJSLSA. 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 STATEMENT	NJSLSA. 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.RI.3.**	**Progress Indicators for Reading Informational Text**
STRAND		**Key Ideas and Details**
CONTENT 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 / STANDARD	**NJ.RI.3.**	**Progress Indicators for Reading Informational Text**
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 / STANDARD	**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 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 AREA / STANDARD	**NJ.RF.3.**	**Progress Indicators for Reading Foundational Skills**
STRAND		**Phonics and Word Recognition**
CONTENT STATEMENT	**RF.3.3.**	**Know and apply grade-level phonics and word analysis skills in decoding and encoding words.**
CUMULATIVE PROGRESS 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.
CONTENT AREA / STANDARD	**NJ.RF.3.**	**Progress Indicators for Reading Foundational Skills**
STRAND		**Fluency**
CONTENT STATEMENT	**RF.3.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
CUMULATIVE PROGRESS INDICATOR	RF.3.4.A.	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	**NJ.W.3.**	**Progress Indicators for Writing**
STRAND		**Production and Distribution of Writing**
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.SL.3.**	**Progress Indicators for Speaking and Listening**

STRAND		Comprehension and Collaboration
CONTENT 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 PROGRESS 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 PROGRESS 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 PROGRESS 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 PROGRESS 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		Comprehension and Collaboration
CONTENT 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 AREA / STANDARD	NJ.SL.3.	Progress Indicators for Speaking and Listening

STRAND		Presentation of Knowledge and Ideas
CONTENT 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 STATEMENT	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.3.2.	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
CUMULATIVE PROGRESS 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 AREA / STANDARD	NJ.L.3.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use

CONTENT 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 PROGRESS INDICATOR	L.3.4.A.	Use sentence-level context as a clue to the meaning of a word or phrase.
CUMULATIVE PROGRESS 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 AREA / STANDARD	NJ.L.3.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.3.5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
CUMULATIVE PROGRESS 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 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).

Orchestra and Conductor

New Jersey Student Learning Standards
Language Arts
Grade **3** - Adopted: **2016**

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT AREA / STANDARD	**NJSLSA. R.**	**Anchor Standards: Reading**
STRAND		**Range of Reading and Level of Text Complexity**
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	**NJSLSA. W.**	**Anchor Standards: Writing**
STRAND		**Production and Distribution of Writing**
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT AREA / STANDARD	**NJSLSA. SL.**	**Anchor Standards: Speaking and Listening**
STRAND		**Comprehension and Collaboration**
CONTENT STATEMENT	NJSLSA. 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 AREA / STANDARD	**NJSLSA. SL.**	**Anchor Standards: Speaking and Listening**
STRAND		**Presentation of Knowledge and Ideas**
CONTENT STATEMENT	NJSLSA. 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 STATEMENT	NJSLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT AREA / STANDARD	**NJSLSA.L .**	**Anchor Standards: Language**
STRAND		**Conventions of Standard English**
CONTENT STATEMENT	NJSLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT AREA / STANDARD	**NJSLSA.L .**	**Anchor Standards: Language**
STRAND		**Knowledge of Language**
CONTENT STATEMENT	NJSLSA. 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.L.	Anchor Standards: Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA.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 STATEMENT	NJSLSA.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.RI.3.	Progress Indicators for Reading Informational Text

STRAND		Key Ideas and Details
CONTENT 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 / STANDARD	NJ.RI.3.	Progress Indicators for Reading Informational Text

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 / STANDARD	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 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 AREA / STANDARD	NJ.RF.3.	Progress Indicators for Reading Foundational Skills

STRAND		Phonics and Word Recognition
CONTENT STATEMENT	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
CUMULATIVE PROGRESS 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.

CONTENT AREA / STANDARD	NJ.RF.3.	Progress Indicators for Reading Foundational Skills

STRAND		Fluency
CONTENT STATEMENT	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
CUMULATIVE PROGRESS INDICATOR	RF.3.4.A.	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	NJ.W.3.	Progress Indicators for Writing

STRAND		Production and Distribution of Writing
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.SL.3.	Progress Indicators for Speaking and Listening

STRAND		Comprehension and Collaboration
CONTENT 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 PROGRESS 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 PROGRESS 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 PROGRESS 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 PROGRESS 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		Comprehension and Collaboration
CONTENT 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 AREA / STANDARD	NJ.SL.3.	Progress Indicators for Speaking and Listening
STRAND		**Presentation of Knowledge and Ideas**
CONTENT 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 STATEMENT	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language
STRAND		**Conventions of Standard English**
CONTENT STATEMENT	**L.3.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
CUMULATIVE PROGRESS 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 AREA / STANDARD	NJ.L.3.	Progress Indicators for Language
STRAND		**Vocabulary Acquisition and Use**
CONTENT 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 PROGRESS INDICATOR	L.3.4.A.	Use sentence-level context as a clue to the meaning of a word or phrase.
CUMULATIVE PROGRESS 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 AREA / STANDARD	NJ.L.3.	Progress Indicators for Language
STRAND		**Vocabulary Acquisition and Use**
CONTENT STATEMENT	**L.3.5.**	**Demonstrate understanding of figurative language, word relationships and nuances in word meanings.**
CUMULATIVE PROGRESS 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 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 AREA / STANDARD	NJSLSA. R.	**Anchor Standards: Reading**

STRAND		**Key Ideas and Details**

CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

STRAND		**Craft and Structure**

CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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

STRAND		**Integration of Knowledge and Ideas**

CONTENT STATEMENT	NJSLSA. R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STATEMENT	NJSLSA. 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 AREA / STANDARD	NJSLSA. R.	**Anchor Standards: Reading**

STRAND		**Range of Reading and Level of Text Complexity**

CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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

STRAND		**Text Types and Purposes**

CONTENT STATEMENT	NJSLSA. W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

STRAND		Production and Distribution of Writing

CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

STRAND		Research to Build and Present Knowledge

CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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

STRAND		Range of Writing

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

CONTENT AREA / STANDARD	NJSLSA. SL.	Anchor Standards: Speaking and Listening

STRAND		Comprehension and Collaboration

CONTENT STATEMENT	NJSLSA. 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 STATEMENT	NJSLSA. SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT AREA / STANDARD	NJSLSA. SL.	Anchor Standards: Speaking and Listening

STRAND		Presentation of Knowledge and Ideas

CONTENT STATEMENT	NJSLSA. 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 STATEMENT	NJSLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CONTENT AREA / STANDARD	NJSLSA.L.	Anchor Standards: Language
STRAND		**Conventions of Standard English**
CONTENT STATEMENT	NJSLSA.L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONTENT AREA / STANDARD	NJSLSA.L.	Anchor Standards: Language
STRAND		**Knowledge of Language**
CONTENT STATEMENT	NJSLSA.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.L.	Anchor Standards: Language
STRAND		**Vocabulary Acquisition and Use**
CONTENT STATEMENT	NJSLSA.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 STATEMENT	NJSLSA.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.RI.3.	Progress Indicators for Reading Informational Text
STRAND		**Key Ideas and Details**
CONTENT 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 / STANDARD	NJ.RI.3.	Progress Indicators for Reading Informational Text
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 / STANDARD	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 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	**NJ.RF.3.**	**Progress Indicators for Reading Foundational Skills**

STRAND		**Fluency**
CONTENT STATEMENT	**RF.3.4.**	**Read with sufficient accuracy and fluency to support comprehension.**

CUMULATIVE PROGRESS INDICATOR	RF.3.4.A.	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	**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 / STANDARD	**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.

CONTENT AREA / STANDARD	**NJ.W.3.**	**Progress Indicators for Writing**

STRAND		**Range of Writing**
CONTENT 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.SL.3.**	**Progress Indicators for Speaking and Listening**

STRAND		**Comprehension and Collaboration**
CONTENT 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 PROGRESS 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 PROGRESS 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 PROGRESS 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 PROGRESS 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		**Comprehension and Collaboration**

CONTENT 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 AREA / STANDARD	**NJ.SL.3.**	**Progress Indicators for Speaking and Listening**

STRAND		**Presentation of Knowledge and Ideas**

CONTENT 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 STATEMENT	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONTENT AREA / STANDARD	**NJ.L.3.**	**Progress Indicators for Language**

STRAND		**Conventions of Standard English**
CONTENT STATEMENT	**L.3.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

CUMULATIVE PROGRESS INDICATOR	L.3.1.A.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
CUMULATIVE PROGRESS INDICATOR	L.3.1.D.	Form and use regular and irregular verbs.

CONTENT AREA / STANDARD	**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	L.3.3.A.	Choose words and phrases for effect.

CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT 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 PROGRESS INDICATOR	L.3.4.A.	Use sentence-level context as a clue to the meaning of a word or phrase.

CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.3.5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
CUMULATIVE PROGRESS 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 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
Language Arts
Grade **3** - Adopted: **2016**

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing

CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	**NJSLSA. W.**	**Anchor Standards: Writing**
STRAND		**Range of Writing**
CONTENT STATEMENT	NJSLSA. W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD	**NJSLSA.L .**	**Anchor Standards: Language**
STRAND		**Conventions of Standard English**
CONTENT STATEMENT	NJSLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STATEMENT	NJSLSA. 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 STATEMENT	NJSLSA. 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.W.3.**	**Progress Indicators for Writing**
STRAND		**Text Types and Purposes**
CONTENT STATEMENT	**W.3.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
CUMULATIVE PROGRESS 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 PROGRESS INDICATOR	W.3.2.B.	Develop the topic with facts, definitions, and details.

CUMULATIVE PROGRESS INDICATOR	W.3.2.D.	Provide a conclusion.

CONTENT AREA / STANDARD	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 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 AREA / STANDARD	NJ.W.3.	Progress Indicators for Writing

STRAND		Range of Writing
CONTENT 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 STATEMENT	**L.3.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CUMULATIVE PROGRESS INDICATOR	L.3.1.A.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
CUMULATIVE PROGRESS INDICATOR	L.3.1.D.	Form and use regular and irregular verbs.

CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language

STRAND		Conventions of Standard English
CONTENT STATEMENT	**L.3.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
CUMULATIVE PROGRESS INDICATOR	L.3.2.A.	Capitalize appropriate words in titles.

CUMULATIVE PROGRESS 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 PROGRESS 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 AREA / STANDARD	**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	L.3.3.A.	Choose words and phrases for effect.

New Jersey Student Learning Standards
Language Arts
Grade **3** - Adopted: **2016**

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

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

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

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

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

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

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

STRAND		**Text Types and Purposes**

CONTENT STATEMENT	NJSLSA. W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

STRAND		**Production and Distribution of Writing**

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

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

STRAND		**Research to Build and Present Knowledge**

CONTENT STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

STRAND		**Range of Writing**

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

CONTENT AREA / STANDARD	NJSLSA. SL.	**Anchor Standards: Speaking and Listening**

STRAND		**Comprehension and Collaboration**

CONTENT STATEMENT	NJSLSA. 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 AREA / STANDARD	NJSLSA. SL.	**Anchor Standards: Speaking and Listening**

STRAND		**Presentation of Knowledge and Ideas**

CONTENT STATEMENT	NJSLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CONTENT AREA / STANDARD	NJSLSA.L.	**Anchor Standards: Language**

STRAND		**Conventions of Standard English**

CONTENT STATEMENT	NJSLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	**NJSLSA.L .**	**Anchor Standards: Language**
STRAND		**Knowledge of Language**
CONTENT STATEMENT	NJSLSA. 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.L .**	**Anchor Standards: Language**
STRAND		**Vocabulary Acquisition and Use**
CONTENT STATEMENT	NJSLSA. 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 STATEMENT	NJSLSA. 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.RI.3.**	**Progress Indicators for Reading Informational Text**
STRAND		**Key Ideas and Details**
CONTENT 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 / STANDARD	**NJ.RI.3.**	**Progress Indicators for Reading Informational Text**
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 / STANDARD	**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 AREA / STANDARD	**NJ.RF.3.**	**Progress Indicators for Reading Foundational Skills**
STRAND		**Fluency**

CONTENT STATEMENT	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
CUMULATIVE PROGRESS INDICATOR	RF.3.4.A.	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	NJ.W.3.	Progress Indicators for Writing

STRAND		Text Types and Purposes
CONTENT STATEMENT	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CUMULATIVE PROGRESS 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 PROGRESS INDICATOR	W.3.2.B.	Develop the topic with facts, definitions, and details.

CONTENT AREA / STANDARD	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 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 AREA / STANDARD	NJ.W.3.	Progress Indicators for Writing

STRAND		Range of Writing
CONTENT 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.SL.3.	Progress Indicators for Speaking and Listening

STRAND		Comprehension and Collaboration

CONTENT 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 PROGRESS 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 PROGRESS 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 PROGRESS 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 PROGRESS 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		**Comprehension and Collaboration**
CONTENT 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 AREA / STANDARD	NJ.SL.3.	**Progress Indicators for Speaking and Listening**
STRAND		**Presentation of Knowledge and Ideas**
CONTENT STATEMENT	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONTENT AREA / STANDARD	NJ.L.3.	**Progress Indicators for Language**
STRAND		**Conventions of Standard English**
CONTENT STATEMENT	L.3.2.	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
CUMULATIVE PROGRESS INDICATOR	L.3.2.A.	Capitalize appropriate words in titles.

CONTENT AREA / STANDARD	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	L.3.3.A.	Choose words and phrases for effect.

CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT 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 PROGRESS INDICATOR	L.3.4.A.	Use sentence-level context as a clue to the meaning of a word or phrase.

CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.3.5.	**Demonstrate understanding of figurative language, word relationships and nuances in word meanings.**

CUMULATIVE PROGRESS 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 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 AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading

STRAND		Key Ideas and Details

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

CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

STRAND		Craft and Structure

CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT AREA / STANDARD	**NJSLSA. R.**	**Anchor Standards: Reading**
STRAND		**Range of Reading and Level of Text Complexity**
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	**NJSLSA. W.**	**Anchor Standards: Writing**
STRAND		**Production and Distribution of Writing**
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT AREA / STANDARD	**NJSLSA. SL.**	**Anchor Standards: Speaking and Listening**
STRAND		**Comprehension and Collaboration**
CONTENT STATEMENT	NJSLSA. 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 AREA / STANDARD	**NJSLSA. SL.**	**Anchor Standards: Speaking and Listening**
STRAND		**Presentation of Knowledge and Ideas**
CONTENT STATEMENT	NJSLSA. 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 STATEMENT	NJSLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT AREA / STANDARD	**NJSLSA.L.**	**Anchor Standards: Language**
STRAND		**Conventions of Standard English**
CONTENT STATEMENT	NJSLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT AREA / STANDARD	**NJSLSA.L.**	**Anchor Standards: Language**
STRAND		**Knowledge of Language**

CONTENT STATEMENT	NJSLSA. 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.L .	Anchor Standards: Language

STRAND		Vocabulary Acquisition and Use

CONTENT STATEMENT	NJSLSA. 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 STATEMENT	NJSLSA. 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.RI.3.	Progress Indicators for Reading Informational Text

STRAND		Key Ideas and Details

CONTENT 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 / STANDARD	NJ.RI.3.	Progress Indicators for Reading Informational Text

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 / STANDARD	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 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 AREA / STANDARD	NJ.RF.3.	Progress Indicators for Reading Foundational Skills

STRAND		Fluency

CONTENT STATEMENT	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.

CUMULATIVE PROGRESS INDICATOR	RF.3.4.A.	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	NJ.W.3.	Progress Indicators for Writing

STRAND		Production and Distribution of Writing

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.SL.3.	Progress Indicators for Speaking and Listening

STRAND		Comprehension and Collaboration
CONTENT 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 PROGRESS 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 PROGRESS 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 PROGRESS 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 PROGRESS 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		Comprehension and Collaboration

CONTENT 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 AREA / STANDARD	NJ.SL.3.	Progress Indicators for Speaking and Listening

STRAND		Presentation of Knowledge and Ideas

CONTENT 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 STATEMENT	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CUMULATIVE PROGRESS INDICATOR	L.3.1.A.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

CUMULATIVE PROGRESS INDICATOR	L.3.1.D.	Form and use regular and irregular verbs.

CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT 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 PROGRESS INDICATOR	L.3.4.A.	Use sentence-level context as a clue to the meaning of a word or phrase.

CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.3.5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

CUMULATIVE PROGRESS 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 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. R.	Anchor Standards: Reading

STRAND		Key Ideas and Details

CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD	NJSLSA. R.	**Anchor Standards: Reading**
STRAND		**Craft and Structure**
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CONTENT AREA / STANDARD	NJSLSA. R.	**Anchor Standards: Reading**
STRAND		**Range of Reading and Level of Text Complexity**
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

CONTENT AREA / STANDARD	NJSLSA. W.	**Anchor Standards: Writing**
STRAND		**Text Types and Purposes**
CONTENT STATEMENT	NJSLSA. W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT AREA / STANDARD	NJSLSA. W.	**Anchor Standards: Writing**
STRAND		**Production and Distribution of Writing**
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT AREA / STANDARD	NJSLSA. W.	**Anchor Standards: Writing**
STRAND		**Range of Writing**
CONTENT STATEMENT	NJSLSA. W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT AREA / STANDARD	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	NJSLSA. 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 AREA / STANDARD	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	NJSLSA. 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 STATEMENT	NJSLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CONTENT AREA / STANDARD	NJSLSA.L.	Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONTENT AREA / STANDARD	NJSLSA.L.	Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. 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.L.	Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. 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 STATEMENT	NJSLSA. 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.RI.3.	Progress Indicators for Reading Informational Text
STRAND		Key Ideas and Details
CONTENT STATEMENT	RI.3.1.	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CONTENT 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 / STANDARD	NJ.RI.3.	Progress Indicators for Reading Informational Text

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 / STANDARD	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 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 AREA / STANDARD	NJ.RF.3.	Progress Indicators for Reading Foundational Skills

STRAND		Fluency
CONTENT STATEMENT	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.

CUMULATIVE PROGRESS INDICATOR	RF.3.4.A.	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	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 / STANDARD	NJ.W.3.	Progress Indicators for Writing

STRAND		Range of Writing

CONTENT 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.SL.3.**	**Progress Indicators for Speaking and Listening**

STRAND		**Comprehension and Collaboration**
CONTENT 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 PROGRESS 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 PROGRESS 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 PROGRESS 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 PROGRESS 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		**Comprehension and Collaboration**
CONTENT 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 AREA / STANDARD	**NJ.SL.3.**	**Progress Indicators for Speaking and Listening**

STRAND		**Presentation of Knowledge and Ideas**
CONTENT 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 STATEMENT	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONTENT AREA / STANDARD	**NJ.L.3.**	**Progress Indicators for Language**

STRAND		**Conventions of Standard English**
CONTENT STATEMENT	**L.3.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

CUMULATIVE PROGRESS INDICATOR	L.3.1.A.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
CUMULATIVE PROGRESS INDICATOR	L.3.1.D.	Form and use regular and irregular verbs.

CONTENT AREA / STANDARD	**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	L.3.3.A.	Choose words and phrases for effect.

CONTENT AREA / STANDARD	**NJ.L.3.**	**Progress Indicators for Language**
STRAND		**Vocabulary Acquisition and Use**
CONTENT 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 PROGRESS INDICATOR	L.3.4.A.	Use sentence-level context as a clue to the meaning of a word or phrase.

CONTENT AREA / STANDARD	**NJ.L.3.**	**Progress Indicators for Language**
STRAND		**Vocabulary Acquisition and Use**
CONTENT STATEMENT	**L.3.5.**	**Demonstrate understanding of figurative language, word relationships and nuances in word meanings.**
CUMULATIVE PROGRESS 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 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

New Jersey Student Learning Standards
Language Arts
Grade **3** - Adopted: **2016**

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		**Text Types and Purposes**
CONTENT STATEMENT	NJSLSA. W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		**Range of Writing**
CONTENT STATEMENT	NJSLSA. W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT AREA / STANDARD	NJSLSA.L.	Anchor Standards: Language
STRAND		**Conventions of Standard English**
CONTENT STATEMENT	NJSLSA. 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 STATEMENT	NJSLSA. 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.W.3.	Progress Indicators for Writing
STRAND		**Text Types and Purposes**
CONTENT STATEMENT	**W.3.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**

CUMULATIVE PROGRESS 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 PROGRESS INDICATOR	W.3.2.B.	Develop the topic with facts, definitions, and details.
CUMULATIVE PROGRESS INDICATOR	W.3.2.D.	Provide a conclusion.

CONTENT AREA / STANDARD	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 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 AREA / STANDARD	NJ.W.3.	**Progress Indicators for Writing**
STRAND		**Range of Writing**
CONTENT 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 STATEMENT	**L.3.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CUMULATIVE PROGRESS INDICATOR	L.3.1.A.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
CUMULATIVE PROGRESS INDICATOR	L.3.1.D.	Form and use regular and irregular verbs.

CONTENT AREA / STANDARD	NJ.L.3.	**Progress Indicators for Language**
STRAND		**Conventions of Standard English**

CONTENT STATEMENT	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.3.2.A.	Capitalize appropriate words in titles.
CUMULATIVE PROGRESS 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 PROGRESS 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 AREA / STANDARD	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	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	NJSLSA. R.	Anchor Standards: Reading
STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT STATEMENT	NJSLSA. 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. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT AREA / STANDARD	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	NJSLSA. 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 AREA / STANDARD	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	NJSLSA. 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 STATEMENT	NJSLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CONTENT AREA / STANDARD	NJSLSA.L.	Anchor Standards: Language

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

CONTENT AREA / STANDARD	NJSLSA.L.	Anchor Standards: Language

STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. 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.L.	Anchor Standards: Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. 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 STATEMENT	NJSLSA. 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.RL.3.	Progress Indicators for Reading Literature

STRAND		Key Ideas and Details
CONTENT 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 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 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 AREA / STANDARD	NJ.RL.3.	Progress Indicators for Reading Literature

STRAND		Craft and Structure
CONTENT STATEMENT	RL.3.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
CONTENT STATEMENT	RL.3.6.	Distinguish their own point of view from that of the narrator or those of the characters.

CONTENT AREA / STANDARD	NJ.RL.3.	Progress Indicators for Reading Literature
STRAND		Integration of Knowledge and Ideas
CONTENT 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 AREA / STANDARD	NJ.RL.3.	Progress Indicators for Reading Literature
STRAND		Range of Reading and Complexity of Text
CONTENT 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 AREA / STANDARD	NJ.RF.3.	Progress Indicators for Reading Foundational Skills
STRAND		Fluency
CONTENT STATEMENT	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
CUMULATIVE PROGRESS INDICATOR	RF.3.4.A.	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	NJ.W.3.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	W.3.3.	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
CUMULATIVE PROGRESS INDICATOR	W.3.3.A.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
CUMULATIVE PROGRESS 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
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**

STRAND		**Range of Writing**

CONTENT 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.SL.3.	**Progress Indicators for Speaking and Listening**

STRAND		**Comprehension and Collaboration**
CONTENT 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 PROGRESS 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 PROGRESS 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 PROGRESS 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 PROGRESS 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		**Comprehension and Collaboration**

CONTENT 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 AREA / STANDARD	NJ.SL.3.	**Progress Indicators for Speaking and Listening**

STRAND		**Presentation of Knowledge and Ideas**

CONTENT 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 STATEMENT	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

STRAND		Conventions of Standard English
CONTENT STATEMENT	**L.3.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CUMULATIVE PROGRESS INDICATOR	L.3.1.A.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
CUMULATIVE PROGRESS INDICATOR	L.3.1.D.	Form and use regular and irregular verbs.

CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT 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 PROGRESS INDICATOR	L.3.4.A.	Use sentence-level context as a clue to the meaning of a word or phrase.

CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	**L.3.5.**	**Demonstrate understanding of figurative language, word relationships and nuances in word meanings.**
CUMULATIVE PROGRESS 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 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. R.	Anchor Standards: Reading

STRAND		Key Ideas and Details

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

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

STRAND		Text Types and Purposes

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

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

STRAND		Production and Distribution of Writing

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

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

STRAND		Research to Build and Present Knowledge

CONTENT STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

STRAND		Range of Writing

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

CONTENT AREA / STANDARD	NJSLSA. SL.	Anchor Standards: Speaking and Listening

STRAND		Presentation of Knowledge and Ideas

CONTENT STATEMENT	NJSLSA. 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 STATEMENT	NJSLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CONTENT AREA / STANDARD	NJSLSA.L.	Anchor Standards: Language

STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STATEMENT	NJSLSA. 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 STATEMENT	NJSLSA. 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.RL.3.	Progress Indicators for Reading Literature

STRAND		Key Ideas and Details
CONTENT 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 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 AREA / STANDARD	NJ.W.3.	Progress Indicators for Writing

STRAND		Text Types and Purposes
CONTENT STATEMENT	W.3.3.	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
CUMULATIVE PROGRESS INDICATOR	W.3.3.A.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
CUMULATIVE PROGRESS 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

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	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 AREA / STANDARD	NJ.W.3.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT 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.SL.3.	Progress Indicators for Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
CONTENT 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 STATEMENT	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.3.1.A.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.3.2.A.	Capitalize appropriate words in titles.
CUMULATIVE PROGRESS 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 PROGRESS 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 AREA / STANDARD	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	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. R.	Anchor Standards: Reading

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

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

STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT STATEMENT	NJSLSA. 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. R.	Anchor Standards: Reading

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

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT AREA / STANDARD	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	NJSLSA. 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 AREA / STANDARD	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	NJSLSA. 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 STATEMENT	NJSLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CONTENT AREA / STANDARD	NJSLSA.L .	Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONTENT AREA / STANDARD	NJSLSA.L.	Anchor Standards: Language

STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA.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.L.	Anchor Standards: Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA.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 STATEMENT	NJSLSA.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.RL.3.	Progress Indicators for Reading Literature

STRAND		Key Ideas and Details
CONTENT 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 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 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 AREA / STANDARD	NJ.RL.3.	Progress Indicators for Reading Literature

STRAND		Craft and Structure
CONTENT STATEMENT	RL.3.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
CONTENT STATEMENT	RL.3.6.	Distinguish their own point of view from that of the narrator or those of the characters.

CONTENT AREA / STANDARD	NJ.RL.3.	Progress Indicators for Reading Literature

STRAND		Integration of Knowledge and Ideas
CONTENT 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 AREA / STANDARD	NJ.RL.3.	Progress Indicators for Reading Literature
STRAND		**Range of Reading and Complexity of Text**
CONTENT 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 AREA / STANDARD	NJ.RF.3.	Progress Indicators for Reading Foundational Skills
STRAND		**Phonics and Word Recognition**
CONTENT STATEMENT	**RF.3.3.**	**Know and apply grade-level phonics and word analysis skills in decoding and encoding words.**
CUMULATIVE PROGRESS 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.

CONTENT AREA / STANDARD	NJ.RF.3.	Progress Indicators for Reading Foundational Skills
STRAND		**Fluency**
CONTENT STATEMENT	**RF.3.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
CUMULATIVE PROGRESS INDICATOR	RF.3.4.A.	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	NJ.W.3.	Progress Indicators for Writing
STRAND		**Text Types and Purposes**
CONTENT STATEMENT	**W.3.3.**	**Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.**
CUMULATIVE PROGRESS INDICATOR	W.3.3.A.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
CUMULATIVE PROGRESS 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
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
STRAND		Range of Writing
CONTENT 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.SL.3.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT 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 PROGRESS 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 PROGRESS 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 PROGRESS 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 PROGRESS 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		Comprehension and Collaboration
CONTENT 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 AREA / STANDARD	NJ.SL.3.	Progress Indicators for Speaking and Listening

STRAND		Presentation of Knowledge and Ideas
CONTENT 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 STATEMENT	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language

STRAND		Conventions of Standard English
CONTENT STATEMENT	**L.3.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
CUMULATIVE PROGRESS 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 AREA / STANDARD	NJ.L.3.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT 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 PROGRESS INDICATOR	L.3.4.A.	Use sentence-level context as a clue to the meaning of a word or phrase.
CUMULATIVE PROGRESS 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 AREA / STANDARD	NJ.L.3.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	**L.3.5.**	**Demonstrate understanding of figurative language, word relationships and nuances in word meanings.**
CUMULATIVE PROGRESS 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 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

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

STRAND		Key Ideas and Details

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

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

STRAND		Text Types and Purposes

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

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

STRAND		Production and Distribution of Writing

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

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

STRAND		Research to Build and Present Knowledge

CONTENT STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

STRAND		Range of Writing

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

CONTENT AREA / STANDARD	NJSLSA. SL.	Anchor Standards: Speaking and Listening

STRAND		Presentation of Knowledge and Ideas

CONTENT STATEMENT	NJSLSA. 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 STATEMENT	NJSLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CONTENT AREA / STANDARD	NJSLSA.L.	Anchor Standards: Language

STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STATEMENT	NJSLSA. 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 STATEMENT	NJSLSA. 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.RL.3.	Progress Indicators for Reading Literature

STRAND		Key Ideas and Details
CONTENT 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 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 AREA / STANDARD	NJ.RF.3.	Progress Indicators for Reading Foundational Skills

STRAND		Phonics and Word Recognition
CONTENT STATEMENT	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
CUMULATIVE PROGRESS 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.

CONTENT AREA / STANDARD	NJ.W.3.	Progress Indicators for Writing

STRAND		Text Types and Purposes
CONTENT STATEMENT	W.3.3.	**Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.**
CUMULATIVE PROGRESS INDICATOR	W.3.3.A.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
CUMULATIVE PROGRESS 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

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	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 AREA / STANDARD	NJ.W.3.	Progress Indicators for Writing

STRAND		Range of Writing
CONTENT 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.SL.3.	Progress Indicators for Speaking and Listening

STRAND		Presentation of Knowledge and Ideas
CONTENT 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 STATEMENT	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language

STRAND		Conventions of Standard English

CONTENT STATEMENT	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.3.1.A.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
CUMULATIVE PROGRESS INDICATOR	L.3.1.D.	Form and use regular and irregular verbs.
CUMULATIVE PROGRESS INDICATOR	L.3.1.F.	Ensure subject-verb and pronoun-antecedent agreement.

CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.3.2.A.	Capitalize appropriate words in titles.
CUMULATIVE PROGRESS 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 PROGRESS 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 AREA / STANDARD	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	L.3.3.A.	Choose words and phrases for effect.

CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT 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 PROGRESS 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).

New Jersey Student Learning Standards
Language Arts
Grade **3** - Adopted: **2016**

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

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

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

STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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

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

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

STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

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

CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

STRAND		Research to Build and Present Knowledge

CONTENT STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

STRAND		Range of Writing

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

CONTENT AREA / STANDARD	NJSLSA. SL.	Anchor Standards: Speaking and Listening

STRAND		Comprehension and Collaboration

CONTENT STATEMENT	NJSLSA. 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 AREA / STANDARD	NJSLSA. SL.	Anchor Standards: Speaking and Listening

STRAND		Presentation of Knowledge and Ideas

CONTENT STATEMENT	NJSLSA. 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 STATEMENT	NJSLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CONTENT AREA / STANDARD	NJSLSA.L.	Anchor Standards: Language

STRAND		Conventions of Standard English

CONTENT STATEMENT	NJSLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT AREA / STANDARD	NJSLSA.L.	Anchor Standards: Language

STRAND		Knowledge of Language

CONTENT STATEMENT	NJSLSA. 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.L .	Anchor Standards: Language

STRAND		Vocabulary Acquisition and Use

CONTENT STATEMENT	NJSLSA. 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 STATEMENT	NJSLSA. 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.RI.3.	Progress Indicators for Reading Informational Text

STRAND		Key Ideas and Details

CONTENT 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 / STANDARD	NJ.RI.3.	Progress Indicators for Reading Informational Text

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 / STANDARD	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 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 AREA / STANDARD	NJ.RF.3.	Progress Indicators for Reading Foundational Skills

STRAND		Phonics and Word Recognition

CONTENT STATEMENT	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

CUMULATIVE PROGRESS 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.

CONTENT AREA / STANDARD	NJ.RF.3.	Progress Indicators for Reading Foundational Skills

STRAND		Fluency
CONTENT STATEMENT	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
CUMULATIVE PROGRESS INDICATOR	RF.3.4.A.	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	NJ.W.3.	Progress Indicators for Writing

STRAND		Text Types and Purposes
CONTENT STATEMENT	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CUMULATIVE PROGRESS 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 PROGRESS INDICATOR	W.3.2.B.	Develop the topic with facts, definitions, and details.

CONTENT AREA / STANDARD	NJ.W.3.	Progress Indicators for Writing

STRAND		Text Types and Purposes
CONTENT STATEMENT	W.3.3.	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
CUMULATIVE PROGRESS 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

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	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 AREA / STANDARD	NJ.W.3.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT 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.SL.3.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT 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 PROGRESS 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 PROGRESS 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 PROGRESS 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 PROGRESS 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		Comprehension and Collaboration
CONTENT 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 AREA / STANDARD	NJ.SL.3.	Progress Indicators for Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
CONTENT 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 STATEMENT	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language

STRAND		Conventions of Standard English
CONTENT STATEMENT	**L.3.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CUMULATIVE PROGRESS INDICATOR	L.3.1.A.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language

STRAND		Conventions of Standard English
CONTENT STATEMENT	**L.3.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
CUMULATIVE PROGRESS INDICATOR	L.3.2.A.	Capitalize appropriate words in titles.
CUMULATIVE PROGRESS 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 PROGRESS 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 AREA / STANDARD	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	L.3.3.A.	Choose words and phrases for effect.

CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT 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 PROGRESS INDICATOR	L.3.4.A.	Use sentence-level context as a clue to the meaning of a word or phrase.

CUMULATIVE PROGRESS 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 AREA / STANDARD	NJ.L.3.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	**L.3.5.**	**Demonstrate understanding of figurative language, word relationships and nuances in word meanings.**

CUMULATIVE PROGRESS 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 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 AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading

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

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

STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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

STRAND		Range of Reading and Level of Text Complexity

CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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

STRAND		**Text Types and Purposes**

CONTENT STATEMENT	NJSLSA. W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

STRAND		**Production and Distribution of Writing**

CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

STRAND		**Range of Writing**

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

CONTENT AREA / STANDARD	NJSLSA. SL.	**Anchor Standards: Speaking and Listening**

STRAND		**Comprehension and Collaboration**

CONTENT STATEMENT	NJSLSA. 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 AREA / STANDARD	NJSLSA. SL.	**Anchor Standards: Speaking and Listening**

STRAND		**Presentation of Knowledge and Ideas**

CONTENT STATEMENT	NJSLSA. 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 STATEMENT	NJSLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CONTENT AREA / STANDARD	NJSLSA.L.	**Anchor Standards: Language**

STRAND		**Conventions of Standard English**

CONTENT STATEMENT	NJSLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONTENT AREA / STANDARD	NJSLSA.L.	Anchor Standards: Language

STRAND		Knowledge of Language

CONTENT STATEMENT	NJSLSA. 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.L.	Anchor Standards: Language

STRAND		Vocabulary Acquisition and Use

CONTENT STATEMENT	NJSLSA. 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 STATEMENT	NJSLSA. 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.RI.3.	Progress Indicators for Reading Informational Text

STRAND		Key Ideas and Details

CONTENT STATEMENT	RI.3.1.	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
CONTENT 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 / STANDARD	NJ.RI.3.	Progress Indicators for Reading Informational Text

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 / STANDARD	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 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 AREA / STANDARD	NJ.RF.3.	Progress Indicators for Reading Foundational Skills
STRAND		Fluency
CONTENT STATEMENT	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
CUMULATIVE PROGRESS INDICATOR	RF.3.4.A.	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	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 / STANDARD	NJ.W.3.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT 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.SL.3.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT 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 PROGRESS 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 PROGRESS 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 PROGRESS 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 PROGRESS 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		Comprehension and Collaboration

CONTENT 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 AREA / STANDARD	NJ.SL.3.	Progress Indicators for Speaking and Listening

STRAND		Presentation of Knowledge and Ideas

CONTENT 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 STATEMENT	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONTENT AREA / STANDARD	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	L.3.3.A.	Choose words and phrases for effect.

CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT 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 PROGRESS INDICATOR	L.3.4.A.	Use sentence-level context as a clue to the meaning of a word or phrase.

CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.3.5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

| CUMULATIVE PROGRESS 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 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 AREA / STANDARD | NJSLSA. W. | Anchor Standards: Writing |

| STRAND | | Text Types and Purposes |

| CONTENT STATEMENT | NJSLSA. W2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |

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

| STRAND | | Production and Distribution of Writing |

| CONTENT STATEMENT | NJSLSA. W4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

| CONTENT STATEMENT | NJSLSA. W5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |

| CONTENT STATEMENT | NJSLSA. W6. | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |

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

| STRAND | | Range of Writing |

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

| CONTENT AREA / STANDARD | NJSLSA.L . | Anchor Standards: Language |

| STRAND | | Conventions of Standard English |

CONTENT STATEMENT	NJSLSA. 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 STATEMENT	NJSLSA. 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.W.3.	Progress Indicators for Writing

STRAND		Text Types and Purposes
CONTENT STATEMENT	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CUMULATIVE PROGRESS 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 PROGRESS INDICATOR	W.3.2.B.	Develop the topic with facts, definitions, and details.

CUMULATIVE PROGRESS INDICATOR	W.3.2.D.	Provide a conclusion.

CONTENT AREA / STANDARD	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 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 AREA / STANDARD	NJ.W.3.	Progress Indicators for Writing

STRAND		Range of Writing

CONTENT 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 STATEMENT	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.3.1.A.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
CUMULATIVE PROGRESS INDICATOR	L.3.1.D.	Form and use regular and irregular verbs.

CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.3.2.A.	Capitalize appropriate words in titles.
CUMULATIVE PROGRESS 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 PROGRESS 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 AREA / STANDARD	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	L.3.3.A.	Choose words and phrases for effect.

New Jersey Student Learning Standards
Language Arts
Grade **3** - Adopted: **2016**

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

STRAND		Key Ideas and Details

CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD	**NJSLSA. R.**	**Anchor Standards: Reading**
STRAND		**Craft and Structure**
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CONTENT AREA / STANDARD	**NJSLSA. R.**	**Anchor Standards: Reading**
STRAND		**Integration of Knowledge and Ideas**
CONTENT STATEMENT	NJSLSA. R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STATEMENT	NJSLSA. 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 AREA / STANDARD	**NJSLSA. R.**	**Anchor Standards: Reading**
STRAND		**Range of Reading and Level of Text Complexity**
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

CONTENT AREA / STANDARD	**NJSLSA. W.**	**Anchor Standards: Writing**
STRAND		**Text Types and Purposes**
CONTENT STATEMENT	NJSLSA. W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT AREA / STANDARD	**NJSLSA. W.**	**Anchor Standards: Writing**
STRAND		**Production and Distribution of Writing**
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

STRAND		**Research to Build and Present Knowledge**

CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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

STRAND		**Range of Writing**

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

CONTENT AREA / STANDARD	NJSLSA. SL.	**Anchor Standards: Speaking and Listening**

STRAND		**Comprehension and Collaboration**

CONTENT STATEMENT	NJSLSA. 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 STATEMENT	NJSLSA. SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT AREA / STANDARD	NJSLSA. SL.	**Anchor Standards: Speaking and Listening**

STRAND		**Presentation of Knowledge and Ideas**

CONTENT STATEMENT	NJSLSA. 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 STATEMENT	NJSLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CONTENT AREA / STANDARD	NJSLSA.L.	**Anchor Standards: Language**

STRAND		**Conventions of Standard English**

CONTENT STATEMENT	NJSLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONTENT AREA / STANDARD	NJSLSA.L.	**Anchor Standards: Language**

STRAND		**Knowledge of Language**

CONTENT STATEMENT	NJSLSA. 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.L .	Anchor Standards: Language

STRAND		Vocabulary Acquisition and Use

CONTENT STATEMENT	NJSLSA. 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 STATEMENT	NJSLSA. 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.RI.3.	Progress Indicators for Reading Informational Text

STRAND		Key Ideas and Details

CONTENT 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 / STANDARD	NJ.RI.3.	Progress Indicators for Reading Informational Text

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

STRAND		Fluency
CONTENT STATEMENT	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.

CUMULATIVE PROGRESS INDICATOR	RF.3.4.A.	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	**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 / STANDARD	**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.
CONTENT AREA / STANDARD	**NJ.W.3.**	**Progress Indicators for Writing**
STRAND		**Range of Writing**
CONTENT 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.SL.3.**	**Progress Indicators for Speaking and Listening**
STRAND		**Comprehension and Collaboration**
CONTENT 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 PROGRESS 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 PROGRESS 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 PROGRESS 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 PROGRESS 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		**Comprehension and Collaboration**
CONTENT 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 AREA / STANDARD	**NJ.SL.3.**	**Progress Indicators for Speaking and Listening**
STRAND		**Presentation of Knowledge and Ideas**
CONTENT 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 STATEMENT	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CONTENT AREA / STANDARD	**NJ.L.3.**	**Progress Indicators for Language**
STRAND		**Conventions of Standard English**
CONTENT STATEMENT	**L.3.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CUMULATIVE PROGRESS INDICATOR	L.3.1.A.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
CUMULATIVE PROGRESS INDICATOR	L.3.1.D.	Form and use regular and irregular verbs.
CONTENT AREA / STANDARD	**NJ.L.3.**	**Progress Indicators for Language**
STRAND		**Conventions of Standard English**
CONTENT STATEMENT	**L.3.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
CUMULATIVE PROGRESS INDICATOR	L.3.2.A.	Capitalize appropriate words in titles.

CONTENT AREA / STANDARD	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	L.3.3.A.	Choose words and phrases for effect.

CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT 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 PROGRESS INDICATOR	L.3.4.A.	Use sentence-level context as a clue to the meaning of a word or phrase.

CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.3.5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

CUMULATIVE PROGRESS 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 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. W.	Anchor Standards: Writing

STRAND		Text Types and Purposes

CONTENT STATEMENT	NJSLSA. W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT AREA / STANDARD	NJSLSA.L .	Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. 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 STATEMENT	NJSLSA. 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 STATEMENT	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
CUMULATIVE PROGRESS 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.

CONTENT AREA / STANDARD	NJ.W.3.	Progress Indicators for Writing
STRAND		**Text Types and Purposes**
CONTENT STATEMENT	**W.3.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
CUMULATIVE PROGRESS 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 PROGRESS INDICATOR	W.3.2.B.	Develop the topic with facts, definitions, and details.
CUMULATIVE PROGRESS INDICATOR	W.3.2.D.	Provide a conclusion.

CONTENT AREA / STANDARD	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 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 AREA / STANDARD	NJ.W.3.	Progress Indicators for Writing
STRAND		**Range of Writing**
CONTENT 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 STATEMENT	**L.3.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CUMULATIVE PROGRESS INDICATOR	L.3.1.A.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

CUMULATIVE PROGRESS INDICATOR	L.3.1.D.	Form and use regular and irregular verbs.

CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.3.2.A.	Capitalize appropriate words in titles.
CUMULATIVE PROGRESS 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 PROGRESS 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 AREA / STANDARD	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	L.3.3.A.	Choose words and phrases for effect.

CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT 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 PROGRESS 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).