



## Grade 8: New Jersey Student Learning Standards for English Language Arts Prerequisite Standards and Learning Objectives

### *Unit 1*

#### **Description**

Included here are the prerequisite concepts and skills necessary for students to learn grade level content based on the New Jersey Student Learning Standards in English language arts (ELA). This tool is intended to support educators in the identification of any conceptual or skill gaps that might exist in a student’s understanding of ELA standards. The organization of this document mirrors that of the instructional units and reflects a grouping of standards and student learning objectives.

The tables are each divided into three columns. The first column lists the Focus Standards and Student Learning Objectives, which contain the target grade level standards and the corresponding concepts and skills in that standard. The standards of focus for the 2020-2021 school year mostly align to the recommendations of Student Achievement Partners [2020-21 Priority Instructional Content in English Language Arts/Literacy and Mathematics](#). The second column contains the Previous Grade Standards and Learning Objectives, which are concepts and skills necessary for students to learn the grade level standard as listed on the left. The third column lists other grade level standards that could be integrated into instruction to support the instruction of focus standards. Given the recursive nature of concepts in English language arts, some of the standards contain the same concepts from grade to grade. Therefore, the bold text with asterisks distinguishes the new concepts and skills reflected in a grade level standard and the corresponding student learning objective for that new concept. For example, in Unit 1, **\*make relevant connections\*** is bolded and bookended with asterisks, indicating that is a new concept or skill.

#### **Rationale for Unit Focus**

The primary focus of unit 1 is to support a developing independent reader’s shift from “learning to read” to “reading to learn” and build knowledge about a topic. Though this unit maintains the focus on Reading Foundational Skills that is evident in the previous grade, the Reading Informational Text and Language standards are highlighted as well.

The Reading Foundational Skills contained in the unit include grade-level phonics and word analysis skills to decode and encode words

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and read grade level text with purpose and understanding. In addition, this unit emphasizes reading standards that require students to ask questions that demonstrate understanding of a text in addition to speaking and listening standards related to collaborative discussions. In support of these focus standards, the remaining standards in Language, Reading Informational Text, and Reading Foundations are listed to strengthen access to rich, complex texts.

#### *Unit 1, Module A*

| Focus Standards and Student Learning Objectives  | Previous Grade Standards and Student Learning Objectives  | Supporting Standards   |
|--|---|--|
| <p>RL.3.1. Ask and answer questions and <b>*make relevant connections*</b> to demonstrate understanding of a text, <b>*referring explicitly to the text*</b> as the basis for the answers.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*make relevant connections*</b> to the text</li> <li>▪ <b>*refer explicitly to the text*</b></li> <li>▪ ask and answer questions about the text to demonstrate understanding</li> </ul> | <p>RL.2.1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ ask questions, such as who, what, where, when, why and how to demonstrate understanding of key details in a text</li> <li>▪ <b>*answer questions related to who, what, where, when, why and how to demonstrate understanding of key details in a text*</b></li> </ul> | <p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> |

#### *Unit 1, Module B*

| Focus Standards and Student Learning Objectives  | Previous Grade Standards and Student Learning Objectives   | Supporting Standards   |
|--|--|--|
| <p>RI.3.1 Ask and answer questions, and <b>*make relevant connections*</b> to demonstrate understanding of a text, <b>*referring explicitly to the text as the basis for the answers.*</b></p> | <p>RI.2.1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> | <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> |

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| Focus Standards and Student Learning Objectives   | Previous Grade Standards and Student Learning Objectives  | Supporting Standards   |
|---|---|--|
| <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*refer explicitly to the text as the basis for the answers*</b></li> </ul>  | <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ ask questions, such as who, what, where, when, why and how to demonstrate understanding of key details in a text</li> <li>▪ <b>*answer questions related to who, what, where, when, why and how to demonstrate understanding of key details in a text*</b></li> </ul>  | <p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> |
| <p>SL.3.1. Engage effectively in a range of collaborative <b>*discussions (one-on-one, in groups, and teacher led)*</b> with diverse partners on <i>grade 3 topics and texts</i>, <b>*building on others’ ideas and expressing their own clearly.*</b></p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ engage effectively in a range of collaborative <b>*discussions (teacher-led)*</b> with diverse partners on <i>grade 3 topics and texts</i>, <b>*building on others’ ideas and expressing their own</b></li> </ul> | <p>SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*participate in conversations with different partners about 2<sup>nd</sup> grade topics and texts in small and large groups with peers and adults*</b></li> </ul> | <p>SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>   |

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| Focus Standards and Student Learning Objectives   | Previous Grade Standards and Student Learning Objectives | Supporting Standards |
|---|--|----------------------|
| <p><b>clearly*</b></p> <ul style="list-style-type: none"> <li>▪ <b>*build on others’ ideas and expressing our own clearly*</b></li> </ul> |  |                      |

*Unit 1, Module C*

| Focus Standards and Student Learning Objectives  | Previous Grade Standards and Student Learning Objectives   | Supporting Standards   |
|--|--|--|
| <p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and <b>*encoding words.*</b></p> <p>A. Identify and <b>*know the meaning of the most common prefixes and derivational suffixes.*</b></p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ phonics and word analysis skills can be used to decode words</li> <li>▪ phonics and word analysis skills can be used in <b>*encoding words*</b></li> <li>▪ <b>*identify the meaning of the most common prefixes*</b></li> <li>▪ <b>*identify the meaning of the most common derivational suffixes*</b></li> </ul> | <p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A. Decode words with common prefixes and suffixes.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*decode words with common prefixes*</b></li> <li>▪ <b>*decode words with common suffixes*</b></li> </ul> | <p>L.3.2.E. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.4.B. 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.</p> |
| <p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and <b>*encoding words.*</b></p> <p>B. Decode words with <b>*common Latin suffixes.*</b></p> <p>We are learning to/that...</p>  | <p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A. Decode words with common prefixes and suffixes.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*decode words with common</b></li> </ul>   | <p>L.3.2.E. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.4.B. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and</p>  |

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| Focus Standards and Student Learning Objectives  | Previous Grade Standards and Student Learning Objectives   | Supporting Standards   |
|--|--|--|
| <ul style="list-style-type: none"> <li>▪ decode words with <b>*common Latin suffixes*</b></li> </ul>   | <p><b>prefixes*</b></p> <ul style="list-style-type: none"> <li>▪ <b>*decode words with common suffixes*</b></li> </ul>   | <p>content, choosing flexibly from a range of strategies.</p>                            |
| <p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and <b>*encoding words.*</b></p> <p>C. Decode <b>*multisyllable words.*</b></p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ decode <b>*multi-syllabic words*</b></li> </ul>                          | <p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>B. Decode regularly spelled two-syllable words with long vowels.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ decode regularly spelled two-syllable words with long vowels.</li> </ul>  | <p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p>       |
| <p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and <b>*encoding words.*</b></p> <p>D. Read grade-appropriate irregularly spelled words.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ read grade-appropriate irregularly spelled words</li> </ul> | <p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>D. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>E. Recognize and read grade-appropriate irregularly spelled words.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ identify words with irregular spelling-sound patterns.</li> <li>▪ recognize and read grade appropriate irregularly spelled words</li> </ul> | <p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p>       |
| <p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p>   | <p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p>   | <p>RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade</p> |

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| Focus Standards and Student Learning Objectives   | Previous Grade Standards and Student Learning Objectives  | Supporting Standards   |
|---|---|--|
| <p>A. Read grade-level text with purpose and understanding.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ read with accuracy and fluency to support comprehension</li> <li>▪ read texts with purpose and understanding</li> </ul>  | <p>A. Read grade-level text with purpose and understanding.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ it is important to read grade-level text accurately and fluently to help us understand what we are reading</li> <li>▪ read grade-level text with purpose and understanding</li> </ul>  | <p>level text-complexity or above, with scaffolding as needed.</p>   |
| <p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>B. Read grade-level <b>*prose and poetry*</b> orally with accuracy, appropriate rate, and expression.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ read <b>*prose and poetry*</b> orally with accuracy, appropriate rate, and appropriate expression</li> </ul> | <p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ read grade-level text orally with accuracy, appropriate rate, and expression</li> </ul>   |  |
| <p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ use context to confirm or self-correct word recognition and understanding, rereading as necessary</li> </ul> | <p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ use context to confirm or self-correct word recognition and understanding, rereading as necessary</li> </ul> | <p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> |

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| Focus Standards and Student Learning Objectives  | Previous Grade Standards and Student Learning Objectives   | Supporting Standards   |
|--|--|--|
|  |  | <p>A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p>   |
| <p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <b>*grade 3*</b> reading and content, choosing flexibly from a range of strategies.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ it is important to determine or clarify the meaning of unknown words and multiple meaning words and phrases when reading</li> <li>▪ determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade 3 reading and content choosing from various strategies</li> </ul> | <p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ it is important to determine or clarify the meaning of unknown words and multiple meaning words and phrases when reading</li> <li>▪ determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade 2 reading and content choosing from various strategies</li> </ul> | <p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p>   |
| <p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ figurative language, word relationships and nuances contribute to the meaning of a text</li> <li>▪ demonstrate understanding of figurative language</li> <li>▪ demonstrate understanding of</li> </ul>   | <p>L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ figurative language, word relationships and nuances contribute to the meaning of a text</li> <li>▪ demonstrate understanding of figurative language, word relationships and nuances in word</li> </ul>   | <p>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.</p> <p>A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g.,</p> |

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| Focus Standards and Student Learning Objectives  | Previous Grade Standards and Student Learning Objectives   | Supporting Standards  |
|--|--|---|
| <p>word relationships and nuances in word meanings</p>   | <p>meanings</p>  | <p><i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>.<br/>                     C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).<br/>                     D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> |
| <p>L.3.6. Acquire and use accurately grade-appropriate conversational, <b>*general academic,*</b> and domain-specific words and phrases, including those that <b>*signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>)*</b>.<br/>                     We are learning to/that...<br/> <ul style="list-style-type: none"> <li>▪ acquire and use accurately grade-appropriate conversational, <b>*general academic,*</b> and domain-specific words and phrases, including those that signal <b>*spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>)*</b></li> </ul> </p> | <p>L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).<br/>                     We have learned to/that...<br/> <ul style="list-style-type: none"> <li>▪ adjectives and adverbs are used to describe other words</li> <li>▪ <b>*use words and phrases we have learned through conversations, being read to, and reading*</b></li> <li>▪ <b>*include adjectives and adverbs when responding to texts*</b></li> </ul> </p> | <p>RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>  |

## Grade 3: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

### *Unit 2*

#### **Description**

Included here are the prerequisite concepts and skills necessary for students to learn grade level content based on the New Jersey Student Learning Standards in English language arts (ELA). This tool is intended to support educators in the identification of any conceptual or skill gaps that might exist in a student’s understanding of ELA standards. The organization of this document mirrors that of the instructional units and reflects a grouping of standards and student learning objectives.

The tables are each divided into three columns. The first column lists the Focus Standards and Student Learning Objectives, which contain the target grade level standards and the corresponding concepts and skills in that standard. The standards of focus for the 2020-2021 school year mostly align to the recommendations of Student Achievement Partners [2020-21 Priority Instructional Content in English Language Arts/Literacy and Mathematics](#). The second column contains the Previous Grade Standards and Prerequisite Concepts and Skills, which are concepts and skills necessary for students to learn the grade level standard as listed on the left. The third column lists other grade level standards that could be integrated into instruction to support the instruction of focus standards. Given the recursive nature of concepts in English language arts, some of the standards contain the same concepts from grade to grade. Therefore, the bold text with asterisks distinguishes the new concepts and skills reflected in a grade level standard and the corresponding student learning objective for that new concept. For example, in Unit 2, **\*make relevant connections\*** is bolded and bookended with asterisks, indicating that is a new concept or skill.

#### **Rationale**

Unit 2 builds upon Unit 1 as students continue to transition to “reading to learn” and build knowledge about a topic. Like the previous unit, the focus integrates reading foundational Skills, reading informational text and Literature as well as writing and language. The focus on reading foundational skills require students to apply grade-level phonics and word analysis skills to decode and encode words and read grade level text with purpose and understanding. In addition, students learn to engage with grade appropriate texts and employ a variety of strategies to make meaning. As they expand ways to engage with the text, they also learn how to formulate text-based response to demonstrate their understanding. Further, using both print and digital sources, they begin to learn the fundamentals of research by “taking brief notes on sources and sorting evidence into provided categories.”

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Unit 2, Module A

| Focus Standards and Student Learning Objectives  | Previous Grade Standards and Learning Objectives  | Supporting Standards  |
|--|---|---|
| <p>RL/RI.3.1 Ask and answer questions, and <b>*make relevant connections*</b> to demonstrate understanding of a text, <b>*referring explicitly to the text as the basis for the answers.*</b></p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*refer only to the text to support connections*</b></li> <li>▪ <b>*refer explicitly to the text as the basis for the answers*</b></li> </ul> | <p>RL/RI.2.1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*answer questions related to who, what, where, when, why and how to demonstrate understanding of key details in a text*</b></li> <li>▪ ask questions, such as who, what, where, when, why and how to demonstrate understanding of key details in a text</li> </ul>                              | <p>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.</p> <p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>A. Use sentence-level context as a clue to the meaning of a word or phrase.</p>                 |
| <p>RL.3.4. <b>*Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.*</b></p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*strategies to determine the meaning of words and phrases in the text*</b></li> <li>▪ <b>*distinguish literal from nonliteral language*</b></li> </ul>   | <p>RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*authors purposely use specific words and phrases for different types of texts*</b> (e.g., stories, poems, songs)</li> <li>▪ describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song</li> </ul> | <p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> |

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*Unit 2, Module B*

| Focus Standards and Student Learning Objectives   | Previous Grade Standards and Learning Objectives  | Supporting Standards   |
|---|---|--|
| <p>RI.3.9. Compare, contrast <b>*and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge)*</b> the most important points <b>*and key details*</b> presented in two texts on the same topic.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ we can compare, contrast and <b>*reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge)*</b> the most important points <b>*and key details*</b> presented in two texts on the same topic</li> <li>▪ compare and contrast on the most important points <b>*and key details*</b> presented in two texts on the same topic</li> </ul> | <p>RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*we can compare and contrast important points presented by two texts on the same topic*</b></li> <li>▪ compare the most important points presented by two texts on the same topic</li> <li>▪ contrast the most important points presented by two texts on the same topic</li> </ul> | <p>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.</p> |

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*Unit 2, Module C*

| Focus Standards and Student Learning Objectives   | Previous Grade Standards and Learning Objectives  | Supporting Standards  |
|---|---|---|
| <p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and <b>*encoding words.*</b></p> <p><b>D. *Read grade-appropriate irregularly spelled words.*</b></p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*read grade-appropriate irregularly spelled words*</b></li> </ul>  | <p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>E. Recognize and read grade-appropriate irregularly spelled words.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*read grade-appropriate irregularly spelled words*</b></li> </ul>   | <p>RF.3.4.B Read with sufficient accuracy and fluency to support comprehension.</p> <p>B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> |
| <p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>D. Read grade-level <b>*prose and poetry*</b> orally with accuracy, appropriate rate, and expression.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ read <b>*prose and poetry*</b> orally with accuracy, appropriate rate, and appropriate expression</li> </ul> | <p><b>RF.2.4.</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p><b>B. *Read grade-level text orally with accuracy, appropriate rate, and expression.*</b></p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ it is important to read grade-level text accurately and fluently to help us understand what we are reading</li> <li>▪ read grade-level text with purpose and understanding</li> </ul> | <p>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.</p>       |

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| Focus Standards and Student Learning Objectives   | Previous Grade Standards and Learning Objectives  | Supporting Standards  |
|---|---|---|
|   | <ul style="list-style-type: none"> <li>▪ <b>*read grade-level text orally with accuracy, appropriate rate, and expression*</b></li> </ul>   |   |
| <p>W.3.8. Recall information from experiences or gather information <b>*from print and digital sources; take brief notes on sources and sort evidence into provided categories.*</b></p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ recall information from experiences</li> <li>▪ <b>*gather information from print and digital sources*</b></li> <li>▪ <b>*take brief notes on sources*</b></li> <li>▪ <b>*sort evidence into provided categories*</b></li> </ul> | <p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ we can recall information from experiences or gather information from provided sources to answer a question</li> <li>▪ recall information from experiences to answer a question</li> <li>▪ <b>*gather information from provided sources to answer a question*</b></li> </ul> | <p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>W.3.2.A-B Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.</p> <p>B. Develop the topic with facts, definitions, and details.</p> |
| <p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <b>*grade 3*</b> reading and content, choosing flexibly from a range of strategies.</p> <p>A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ it is important to determine or clarify the meaning of unknown</li> </ul>   | <p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ it is important to determine or clarify the meaning of unknown</li> </ul>   | <p>none</p>   |

**Grade 3: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit**

| Focus Standards and Student Learning Objectives   | Previous Grade Standards and Learning Objectives  | Supporting Standards   |
|---|---|--|
| <p>words and multiple meaning words and phrases when reading</p> <ul style="list-style-type: none"> <li>▪ determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade 3 reading and content choosing from various strategies</li> <li>▪ use sentence-level context as a clue to the meaning of a word or phrase</li> </ul>  | <p>words and multiple meaning words and phrases when reading</p> <ul style="list-style-type: none"> <li>▪ determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade 2 reading and content choosing from various strategies</li> <li>▪ Use context clues to determine the meaning of a word or phrase</li> </ul>   |  |
| <p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>C. Use a known root word as a clue to the meaning of an unknown word with the same root.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ use a known root word as a clue to the meaning of an unknown word with the same root</li> </ul> | <p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ use known root words to determine the meaning of unknown words with the same root</li> </ul> | <p>RF.3.3.A Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>A. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> |
| <p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p>  | <p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p>   |  |

**Grade 3: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit**

| Focus Standards and Student Learning Objectives  | Previous Grade Standards and Learning Objectives   | Supporting Standards   |
|--|--|--|
| <p>D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases</li> </ul>   | <p>E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</li> </ul>   |  |
| <p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. <b>*Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</b>*</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ figurative language, word relationships and nuances contribute to the meaning of a text</li> <li>▪ demonstrate understanding of figurative language</li> </ul> | <p>L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</p> <p><b>B. *Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</b>*</p> <p>C. Use known root words to determine the meaning of unknown words with the same root.</p> <p>D. Use known individual words to predict the meaning of compound words.</p> | <p>L.3.4.A Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> |

**Grade 3: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit**

| Focus Standards and Student Learning Objectives | Previous Grade Standards and Learning Objectives  | Supporting Standards |
|---|---|----------------------|
|   | <p>E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ are learning that figurative language, word relationships and nuances contribute to the meaning of a text.</li> <li>▪ demonstrate understanding of figurative language, word relationships and nuances in word meanings.</li> <li>▪ Identify real-life connections between words and their use.</li> <li>▪ <b>*Distinguish shades of meaning among closely related verbs.*</b></li> <li>▪ Use known root words to determine the meaning of unknown words with the same root.</li> <li>▪ Use known individual words to predict the meaning of compound words.</li> <li>▪ Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> </ul> |                      |

## Grade 3: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

### *Unit 3*

#### **Description**

Included here are the prerequisite concepts and skills necessary for students to learn grade-level content based on the New Jersey Student Learning Standards in English language arts (ELA). This tool is intended to support educators in the identification of any conceptual or skill gaps that might exist in a student’s understanding of ELA standards. The organization of this document mirrors that of the instructional units and reflects a grouping of standards and student learning objectives.

The tables are each divided into three columns. The first column lists the Focus Standards and Student Learning Objectives, which contain the target grade-level standards and the corresponding concepts and skills in that standard. The standards of focus for the 2020-2021 school year align to the recommendations of Student Achievement Partners [2020-21 Priority Instructional Content in English Language Arts/Literacy and Mathematics](#). The second column contains the Previous Grade Standards and Learning Objectives, which are concepts and skills necessary for students to learn the grade-level standard as listed on the left. The third column lists other grade-level standards that could be integrated into instruction to support the instruction of focus standards. Given the recursive nature of concepts in English language arts, some of the standards contain the same concepts from grade to grade. Therefore, the bold text with asterisks distinguishes the new concepts and skills reflected in a grade-level standard and the corresponding student learning objective for that new concept. For example, in Unit 3, **\*make relevant connections\*** is bolded and bookended with asterisks, indicating that is a new concept or skill.

#### **Rationale for Unit Focus**

The ELA focus standards as outlined by Student Achievement Partners have been mostly included in Units 1 and 2 of the Prerequisite Concepts and Skills. Though this unit may repeat some of the focus standards to enhance students’ access to grade-level material, it is recommended that school districts employ formative practices to ascertain the areas of focus that best address the learning needs of students.

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

Throughout the year, the following overarching standards should be incorporated in every unit:

- 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.
- RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

### Grade 3: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

- 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.

*Unit 3, Module A*

| Focus Standards and Student Learning Objectives   | Previous Grade Standards and Student Learning Objectives  | Supporting Standards  |
|---|---|---|
| <p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p style="padding-left: 20px;">C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ use context to confirm or self-correct word recognition and understanding, rereading as necessary</li> </ul> | <p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p style="padding-left: 20px;">C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ use context to confirm or self-correct word recognition and understanding, rereading as necessary</li> </ul> | <p>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.</p> |

Grade 3: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

Unit 3, Module B

| Focus Standards and Student Learning Objectives   | Previous Grade Standards and Student Learning Objectives   | Supporting Standards   |
|---|--|--|
| <p>RI.3.1 Ask and answer questions, and <b>*make relevant connections*</b> to demonstrate understanding of a text, <b>*referring explicitly to the text as the basis for the answers.*</b></p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*make relevant connections to demonstrate understanding of a text*</b></li> <li>▪ <b>*refer explicitly to the text as the basis for answers*</b></li> </ul>  | <p>RI.2.1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ ask questions, such as <i>who, what, where, when, why and how</i> to demonstrate understanding of key details in a text</li> <li>▪ <b>*answer questions related to who, what, where, when, why and how to demonstrate understanding of key details in a text*</b></li> </ul> | <p>RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.3.6. Distinguish their own point of view from that of the author of a text.</p> <p>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.</p> |
| <p>RI.3.4. Determine the meaning of <b>*general academic and domain-specific*</b> words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ determine the meaning of <b>*general academic*</b> in a text relevant to a grade 3 topic or subject area</li> <li>▪ determine the meaning of <b>*domain-specific*</b> words or phrases in a text relevant to a grade 3 topic or subject area</li> </ul> | <p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.*</b></li> </ul>   | <p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>   |
| <p>SL.3.1. Engage effectively in a range of collaborative <b>*discussions (one-on-one,</b></p>  | <p>SL.2.1. Participate in collaborative conversations with diverse partners about</p>  | <p>SL.3.6. Speak in complete sentences when appropriate to task and situation in</p>   |

Grade 3: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

| Focus Standards and Student Learning Objectives  | Previous Grade Standards and Student Learning Objectives   | Supporting Standards  |
|--|--|---|
| <p><b>in groups, and teacher led)* with diverse partners on <i>grade 3 topics and texts</i>, <b>*building on others’ ideas and expressing their own clearly.*</b></b></p> <p>A. <b>*Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.*</b></p> <p>B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>D. <b>*Explain their own ideas and understanding in light of the discussion.*</b></p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*engage effectively in a range* of collaborative discussions (one-on-one) with diverse partners on grade 3 topics and texts</b></li> <li>▪ <b>*engage effectively in a range* of collaborative discussions (in groups) with diverse partners on <i>grade 3 topics and texts</i>, <b>*building on others’ ideas and expressing their own clearly*</b></b></li> <li>▪ <b>*explicitly draw on previously read text or other</b></li> </ul> | <p><i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p>C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*participate in conversations with different partners about 2nd <i>grade topics and texts</i> in small and large groups with peers and adults*</b></li> <li>▪ follow agreed-upon norms for discussions</li> <li>▪ <b>*actively listen and respond to others’ remarks*</b></li> <li>▪ <b>* build on others' talk in conversations by linking their comments to the topic*</b></li> <li>▪ ask questions to gain comprehension about the topic and</li> </ul> | <p>order to provide requested detail or clarification.</p> <p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>D. Form and use regular and irregular verbs.</p> <p>E. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p> <p>F. Ensure subject-verb and pronoun-antecedent agreement.</p> |

**Grade 3: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit**

| <b>Focus Standards and Student Learning Objectives</b>  | <b>Previous Grade Standards and Student Learning Objectives</b> | <b>Supporting Standards</b> |
|---|---|-----------------------------|
| <p><b>material/information known about the topic to explore ideas under discussion*</b></p> <ul style="list-style-type: none"> <li>▪ 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)</li> <li>▪ <b>*explain our own ideas and understanding in light of a discussion*</b></li> </ul> | <p>text under discussion</p>                                    |                             |

**Grade 3: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit**

*Unit 3, Module C*

| Focus Standards and Student Learning Objectives   | Previous Grade Standards and Student Learning Objectives   | Supporting Standards   |
|---|--|--|
| <p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p><b>B. *Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).*</b></p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*identify real-life connections between words and their use*</b></li> </ul> | <p>L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p><b>A. *Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).*</b></p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*identify real-life connections between words and their use*</b></li> </ul> | <p>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.</p> <p>RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> |

## Grade 3: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

### *Unit 4*

#### **Description**

Included here are the prerequisite concepts and skills necessary for students to learn grade level content based on the New Jersey Student Learning Standards in English language arts (ELA). This tool is intended to support educators in the identification of any conceptual or skill gaps that might exist in a student’s understanding of ELA standards. The organization of this document mirrors that of the instructional units and reflects a grouping of standards and student learning objectives.

The tables are each divided into three columns. The first column lists the Focus Standards and Student Learning Objectives, which contain the target grade level standards and the corresponding concepts and skills in that standard. The standards of focus for the 2020-2021 school year mostly align to the recommendations of Student Achievement Partners [2020-21 Priority Instructional Content in English Language Arts/Literacy and Mathematics](#). The second column contains the Previous Grade Standards and Prerequisite Concepts and Skills, which are concepts and skills necessary for students to learn the grade level standard as listed on the left. The third column lists other grade level standards that could be integrated into instruction to support the instruction of focus standards. Given the recursive nature of concepts in English language arts, some of the standards contain the same concepts from grade to grade. Therefore, the bold text with asterisks distinguishes the new concepts and skills reflected in a grade level standard and the corresponding student learning objective for that new concept. For example, in Unit 4, **\*building on others’ ideas and expressing their own clearly\*** is bolded and bookended with asterisks, indicating that is a new concept or skill.

#### **Rationale for Unit Focus**

In this unit, students continue reading and responding to literature and informational text. The focus for writing in this unit is conducting short research projects about a topic. Knowledge gained from reading informational text supports the students as they conduct research about a topic. Speaking and listening standards and language standards are infused within the unit as students learn to deepen both their engagement in collaborative conversations by asking questions and their understanding and use of the nuances of language.

Throughout the year, the following overarching standards should be incorporated in every unit:

- 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.
- RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- 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.

**Grade 3: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit**

*Unit 4, Module A*

| <b>Focus Standards and Student Learning Objectives</b>   | <b>Previous Grade Standards and Learning Objectives</b>   | <b>Supporting Standards</b>   |
|--|---|---|
| <p>RL.3.4. <b>*Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.*</b></p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*strategies to determine the meaning of words and phrases in the text*</b></li> <li>▪ <b>*distinguish literal from nonliteral language*</b></li> </ul> | <p>RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*authors purposely use specific words and phrases for different types of texts*</b> (e.g., stories, poems, songs)</li> <li>▪ describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song</li> </ul> | <p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>W.3.7. Conduct short research projects that build knowledge about a topic.</p> <p>L.3.5.A. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>  |
| <p>RL.3.10. By the end of the year, read and comprehend literature, including stories, <b>*dramas,*</b> and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*read and comprehend third grade level texts, including stories, dramas and poems*</b></li> </ul>           | <p>RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ the purpose of reading is to understand stories and poetry at grade level or above, with scaffolding as needed</li> <li>▪ <b>*read and comprehend literature, including stories and poetry, using above grade level text with scaffolding as needed*</b></li> </ul>                                    | <p>RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> |

**Grade 3: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit**

| Focus Standards and Student Learning Objectives  | Previous Grade Standards and Learning Objectives  | Supporting Standards  |
|--|---|---|
| <p>RI.3.4. Determine the meaning of <b>*general academic and domain-specific*</b> words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*determine the meaning of general academic in a text relevant to a grade 3 topic or subject area*</b></li> <li>▪ <b>*determine the meaning of domain-specific words or phrases in a text relevant to a grade 3 topic or subject area*</b></li> </ul>  | <p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area*</b></li> </ul>   | <p>RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases</p> |
| <p>RI.3.9. Compare, contrast and <b>*reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge)*</b> the most important points and <b>*key details*</b> presented in two texts on the same topic.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ we can compare, contrast and <b>*reflect on*</b> the most important points and <b>*key details presented*</b> in two texts on the same topic</li> <li>▪ <b>*compare and contrast the most important points and key details</b></li> </ul> | <p>RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ we can compare and contrast important points presented by two texts on the same topic</li> <li>▪ <b>*compare and contrast the most important points presented by two texts on the same topic*</b></li> </ul> | <p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>W.3.7. Conduct short research projects that build knowledge about a topic.</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>   |

**Grade 3: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit**

| Focus Standards and Student Learning Objectives  | Previous Grade Standards and Learning Objectives   | Supporting Standards  |
|--|--|---|
| <p align="center"><b>presented in two texts on the same topic*</b></p> <ul style="list-style-type: none"> <li>▪ <b>*reflect on the key details and the most important points presented in two texts on the same topic*</b></li> </ul>  |  |   |
| <p>RI.3.10. By the end of the year, read and comprehend <b>*literary nonfiction*</b> at grade level text-complexity or above, with scaffolding as needed.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*comprehend third grade literary nonfiction with scaffolding as needed*</b></li> </ul> | <p>RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*independently read and comprehend second grade history/social studies text with scaffolding as needed*</b></li> <li>▪ <b>*independently read and comprehend second grade science text with scaffolding as needed*</b></li> <li>▪ <b>*independently read and comprehend second grade technical texts with scaffolding as needed*</b></li> </ul> | <p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>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.</p> <p>RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>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.</p> |

**Grade 3: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit**

| Focus Standards and Student Learning Objectives   | Previous Grade Standards and Learning Objectives  | Supporting Standards   |
|---|---|--|
| <p>W.3.8. Recall information from experiences or gather information <b>*from print and digital sources; take brief notes on sources and sort evidence into provided categories.*</b></p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ recall information from experiences</li> <li>▪ <b>*gather information from print and digital sources*</b></li> <li>▪ <b>*take brief notes on sources*</b></li> <li>▪ <b>*sort evidence into provided categories*</b></li> </ul> | <p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ we can recall information from experiences or gather information from provided sources to answer a question</li> <li>▪ recall information from experiences to answer a question</li> <li>▪ <b>*gather information from provided sources to answer a question*</b></li> </ul> | <p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>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.</p> <p>W.3.7. Conduct short research projects that build knowledge about a topic.</p> |
| <p>SL.3.1. <b>*Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led)*</b> with diverse partners on <i>grade 3 topics and texts</i>, <b>*building on others’ ideas and expressing their own clearly.*</b></p> <p>C. <b>*Ask questions to check understanding of information presented, stay on topic, and link</b></p>   | <p>SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>C. <b>*Ask for clarification and further explanation as needed about the topics and texts under discussion.*</b></p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*ask questions to gain</b></li> </ul>   |  |

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| Focus Standards and Student Learning Objectives  | Previous Grade Standards and Learning Objectives                       | Supporting Standards |
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| <p><b>their comments to the remarks of others.*</b></p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*ask questions to check understanding of information presented and ask questions to stay on topic*</b></li> <li>▪ <b>*link our comments to the remarks of others*</b></li> </ul> | <p><b>comprehension about the topic and text under discussion*</b></p> |                      |

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*Unit 4, Module B*

| Focus Standards and Student Learning Objectives  | Previous Grade Standards and Learning Objectives   | Supporting Standards   |
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| <p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <b>*grade 3*</b> reading and content, choosing flexibly from a range of strategies.</p> <p>D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases</li> </ul> | <p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</li> </ul> | <p>RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>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.</p> |
| <p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings</p> <p><b>A. *Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>)*.</b></p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ figurative language, word relationships and nuances contribute to the meaning of a text</li> <li>▪ demonstrate understanding of</li> </ul>  | <p>L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p><b>B. *Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>)*.</b></p> <p><b>C. *Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>)*.</b></p>  | <p>RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>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.</p> |

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| Focus Standards and Student Learning Objectives   | Previous Grade Standards and Learning Objectives   | Supporting Standards   |
|---|--|--|
| <p>figurative language</p> <ul style="list-style-type: none"> <li>▪ demonstrate understanding of word relationships and nuances in word meanings</li> <li>▪ <b>*distinguish the literal and nonliteral meanings of words and phrases in context*</b></li> </ul>   | <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ figurative language, word relationships and nuances contribute to the meaning of a text</li> <li>▪ demonstrate understanding of figurative language, word relationships and nuances in word meanings</li> <li>▪ <b>*identify real-life connections between words and their use*</b></li> <li>▪ <b>*distinguish shades of meaning among closely related verbs*</b></li> </ul>  |  |
| <p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p><b>B. Distinguish shades of meaning among <i>*related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered)*</i>.</b></p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ distinguish shades of meaning among <b>*related words that describe states of mind or degrees of certainty*</b></li> </ul> | <p>L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p><b>B. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</b></p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*distinguish shades of meaning among closely related verbs and closely related adjectives*</b></li> </ul> | <p>RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>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.</p> |