	Year at a Glance: ELA Grade 3 Student Lea	rning O	bjective	s Cluste	ered by	U nit							
DOCUMENT KEY: WALT (That) indicates a concep	t. WALT (To) indicates a skill.									TI. 2. 2		.,	
	Focus - Explicit Instruction and Assessment			Unit 1			Unit 2			Unit 3		Uni	it 4
Key	Revisited and Reinforced		Elemo	ents of Lite	rature	Ор	inion Writi	ing	Informa	tive / Expl Writing	anatory	Condu	ecting arch
	Not Addressed in the Unit									writing		Rese	агсп
NJSLS	SLO	Units	1A	1B	1C	2A	2B	2C	3A	3B	3C	4A	4B
	READING LITER	ATURE											
W 44	WALT ask and answer questions about the text to demonstrate understanding	1											
RL.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as	WALT make relevant connections to the text	1											
the basis for the answers.	WALT refer only to the text to support connections	2											
	WALT determine the main message or theme of the textmine the main message or theme of the text	1											
RL.3.2. Recount stories, including fables, folktales, and myths from diverse	WALT explain the central message / theme, lesson, or moral through key details revealed in a text	1											
cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.	WALT recall stories, including fables, folktales, and myths from diverse cultures	3											
	WALT determine the lesson or moral of the text	3											
	WALT describe the character traits in a story	1											
RL.3.3.	WALT describe the character traits in a story and how their actions contribute to the plot	1											
Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.	WALT describe the characters motivations and feelings	1											
	WALT describe the characters motivations and feelings in a story and how their actions contribute to the plot	1											
RL.3.4. Determine the meaning of words and phrases as they are used in a text,	WALT strategies to determine the meaning of words and phrases in the text	2											
distinguishing literal from nonliteral language.	WALT distinguish literal from nonliteral language	4											
RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking	WALT terms such as chapter, scene, and stanza refer to parts of stories, dramas, and poems	1											
about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	WALT describe how each part of the story builds on earlier sections when referring to parts of stories, dramas, and poems	3											
RL.3.6.	WALT distinguish between the narrator's point of view	1											
Distinguish their own point of view from that of the narrator or those of the characters.	WALT distinguish between the character's point of view	1											
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).	WALT explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story	2											
RL.3.8 (Not applicable to literature)	Not applicable.	N/A											

	Year at a Glance: ELA Grade 3 Student Lea	rning O	bjective	es Cluste	ered by	Unit							
DOCUMENT KEY: WALT (That) indicates a concept	t. WALT (To) indicates a skill.									Unit 3		Uni	+ 4
	Focus - Explicit Instruction and Assessment			Unit 1			Unit 2						
Key	Revisited and Reinforced		Elem	ents of Lite	rature	OF	oinion Writi	ing	Informa	tive / Expl: Writing	anatory	Condu Rese	
	Not Addressed in the Unit												
NJSLS	SLO	Units	1A	1B	1C	2A	2B	2C	3A	3B	3C	4A	4B
	WALT compare and contrast the theme, lesson and/or moral of stories written by the same author about the same or similar characters (e.g., in books from a series)	3											
RL.3.9 Compare, contrast and reflect on (e.g. practical knowledge,	WALT compare and contrast the plots of stories written by the same author about the same or similar characters (e.g., in books from a series)	3											
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	WALT compare and contrast the settings written by the same author about the same or similar characters (e.g., in books from a series)	3											
books from a series)	WALT compare and contrast the central message of stories written by the same author about the same or similar characters (e.g., in books from a series)	4											
	WALT reflect on the central message of stories written by the same author about the same or similar characters (e.g., in books from a series)	4											
	READING INFORMATI	ONAL T	EXT										
RL3.1.	WALT we ask and answer questions referring explicitly to the text	1											
Ask and answer questions and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as	WALT relevant connections help us better understand the text	1, 3											
the basis for the answers.	WALT refer explicitly to the text as the basis for the answers	2											
	WALT a main topic is different than a main idea	1											
RI.3.2. Determine the main idea of a text; recount the key details and explain	WALT determine the main idea of a text	1											
how they support the main idea.	WALT recount the key details from the text	2											<u> </u>
	WALT explain how the key details support the main idea	4											
DI 2.2	WALT describe how a series of historical events are related, using words that show time, sequence, and cause/effect	3											
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	WALT describe how a series of steps in technical procedures in a text, are related using words that show time, sequence, and cause/effect	3											
language that pertains to time, sequence, and cause/effect.	WALT describe how a series of scientific ideas or concepts are related, using words that show time, sequence, and cause/effect	4											
RI.3.4.	WALT determine the meaning of general academic words in a text relevant to a grade 3 topic or subject area	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.	WALT determine the meaning of domain-specific words or phrases in a text relevant to a grade 3 topic or subject area	3, 4											
RI.3.5.	WALT use text features to locate information relevant to a given topic efficiently	2, 3											
Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	WALT use search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently relevant to a given topic efficiently	2, 3, 4											
	WALT the author of a text has a point of view	3											

	Year at a Glance: ELA Grade 3 Student Lea	rning Objectives Clustered by Unit											
DOCUMENT KEY: WALT (That) indicates a concept	t. WALT (To) indicates a skill.												
				Unit 1			Unit 2			Unit 3		Uni	t 4
Key	Focus - Explicit Instruction and Assessment Revisited and Reinforced		Eleme	ents of Liter	rature	Or	inion Writ	inσ	Informa	ative / Expl	anatory	Condu	
	Not Addressed in the Unit					,				Writing		Rese	arch
NJSLS			1.4	1B	1C	2A	2B	2C	3A	3B	3C	4A	4B
Macro	SLO	Units	1A	10	ic	ZA	2D	20	JA	ЭБ	30	4A	4D
RI.3.6. Distinguish their own point of view from that of the author of a text.	WALT we can have the same or different point of view as the author	3											
	WALT distinguish our own point of view from that of the author of a text	3											
RI.3.8. Describe the logical connection between particular sentences	WALT support specific points the author makes in a text	2											
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.	WALT describe the logical connection between particular sentences and paragraphs in a text	4											
(NOTE: Instructional Unit 2, Module B reflected SLOs in Column B as aligned to Standard: RL3.8. RL3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect,	WALT we can compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic	2, 4											
first/second/third in a sequence) to support specific points the author makes in a text.) SLOs in Column B more appropriately align to Standard: RI.3.9.	WALT compare and contrast on the most important points and key details presented in two texts on the same topic	2, 4											
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.	WALT reflect on the key details and the most important points presented in two texts on the same topic	4											
RI.3.10.	WALT read literary nonfiction at grade level text-complexity or above, with scaffolding or support as needed	1											
By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	WALT comprehend third grade literary nonfiction with scaffolding as needed	4											
	READING FOUNDATI	ON SKIL	LS										
	WALT phonics and word analysis skills can be used to decode words	1											
RF.3.3. Know and apply grade-level phonics and word analysis skills in	WALT phonics and word analysis skills can be used in encoding words	1											
decoding and encoding words. A. Identify and know the meaning of the most common prefixes and derivational suffixes.	WALT identify the meaning of the most common prefixes	1											
	WALT identify the meaning of the most common derivational suffixes	1											
RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. B. Decode words with common Latin suffixes.	WALT decode words with common Latin suffixes	1											
RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. C. Decode multisyllable words.	WALT decode multi-syllabic words	1											

	Year at a Glance: ELA Grade 3 Student Lea	Learning Objectives Clustered by Unit											
DOCUMENT KEY: WALT (That) indicates a concep	t. WALT (To) indicates a skill.									Unit 3		Uni	9.4
	Focus - Explicit Instruction and Assessment			Unit 1			Unit 2						
Key	Revisited and Reinforced		Eleme	nts of Lite	rature	OI	oinion Writ	ing	Informa	tive / Expla Writing	ınatory	Condu Rese	
	Not Addressed in the Unit												
NJSLS	SLO	Units	1A	1B	1C	2A	2B	2C	3A	3B	3C	4A	4B
RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. D. Read grade-appropriate irregularly spelled words.	WALT read grade-appropriate irregularly spelled words	1, 2											
RF.3.4. Read with sufficient accuracy and fluency to support comprehension.	WALT read with accuracy and fluency to support comprehension	1											
A. Read grade-level text with purpose and understanding.	WALT read texts with purpose and understanding	1											
RF.3.4. Read with sufficient accuracy and fluency to support comprehension. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	WALT read prose and poetry orally with accuracy, appropriate rate, and appropriate expression	1, 2											
RF.3.4. Read with sufficient accuracy and fluency to support comprehension. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	WALT use context to confirm or self-correct word recognition and understanding, rereading as necessary	1, 3											
	WRITING												
	WALT write opinion pieces on topics or texts	2											
W.3.1.	WALT opinion pieces have their own purpose, organization and development	2											
Write opinion pieces on topics or texts, supporting a point of view with reasons.	WALT support a point of view with reasons	2											
A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	WALT introduce the topic or text we are writing about	2											
-	WALT state an opinion	2											
	WALT create an organizational structure that lists and provides reasons that	2											
W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons B. Provide reasons that support the opinion.	WALT provide reasons that support the opinion	2											
W.3.1. Write opinion pieces on topics or texts, supporting a point of view	WALT words and phrases are used to link opinions and reasons, (because, therefore, since, for example.)	2											
with reasons. C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	WALT use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons	2											
W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons D. Provide a conclusion.	WALT provide a conclusion	2											
	WALT informative/explanatory writing genre has its own purpose, organization and development	3											
W.3.2. Write informative/explanatory texts to examine a topic and convey	WALT write informative/explanatory texts to examine a topic	3											

	Year at a Glance: ELA Grade 3 Student Lea	rning O	bjective	es Cluste	ered by	Unit							
DOCUMENT KEY: WALT (That) indicates a concep Key	Focus - Explicit Instruction and Assessment Revisited and Reinforced		Elem	Unit 1	rature	O _l	Unit 2 pinion Writ	ing	Inform	Unit 3 ative / Expl Writing	anatory	Uni Condu Rese	ıcting
NJSLS	Not Addressed in the Unit	TT */	1A	1B	1C	2A	2B	2C	3A	3B	3C	4A	4B
ideas and information clearly.	SLO WALT write informative/explanatory texts to convey ideas and information	Units	IA	10	10	211	20	20	JA	ЭБ	30	7/1	עד
A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to	clearly	3											
support comprehension.	WALT introduce a topic and group related information together	3											
	WALT include text features to support comprehension	3											
W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly B. Develop the topic with facts, definitions, and details.	WALT develop the topic with facts, definitions, and details	3											
W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	WALT use linking words and phrases to connect ideas within categories of information. (e.g., also, another and, more, but)	3											
W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. D. Provide a conclusion.	WALT provide a conclusion	3											
W2.2	WALT write narratives to develop real or imagined experiences or events using narrative technique	1											
W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.	WALT write narratives to develop real or imagined experiences or events using descriptive details	1											
sequences.	WALT write narratives to develop real or imagined experiences or events using clear event sequences	1											
	WALT develop and strengthen writing as needed by planning with guidance and support from peers and adults	1, 2											
W.3.5.	WALT develop and strengthen writing as needed by revising with guidance and support from peers and adults	1, 2, 3, 4											
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	WALT develop and strengthen writing as needed by editing with guidance and support from peers and adults	1, 2, 3, 4											
	WALT you can make writing stronger by planning, revising and editing	1, 2, 3											
	WALT use technology to produce writing with the guidance and support of adults	1											
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.	WALT use technology to publish writing with the guidance and support of adults	1											
	WALT use technology to interact and collaborate with others with guidance and support from adults	3											

	Year at a Glance: ELA Grade 3 Student Lea	earning Objectives Clustered by Unit											
DOCUMENT KEY: WALT (That) indicates a concep Key	t. WALT (To) indicates a skill. Focus - Explicit Instruction and Assessment Revisited and Reinforced Not Addressed in the Unit		Elemo	Unit 1	rature	O _l	Unit 2 Dinion Writi	ing	Informa	Unit 3 ative / Expla Writing	natory	Uni Condu Resea	cting
NJSLS	SLO	Units	1A	1B	1C	2A	2B	2C	3A	3B	3C	4A	4B
W.3.7. Conduct short research projects that build knowledge about a topic.	WALT conduct short research projects that build knowledge about a topic	4											
	WALT recall information from experiences	2											
W.3.8. Recall information from experiences or gather information from print	WALT gather information from print and digital sources	2											
and digital sources; take brief notes on sources and sort evidence into provided categories.	WALT take brief notes on sources	2											
	WALT sort evidence into provided categories	2											
	SPEAKING and LIS	TENING											
SL.3.1.	WALT engage effectively in a range of collaborative discussions (teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly	1											
SL.3.1. gage effectively in a range of collaborative discussions (one-on-one, groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	WALT build on others' ideas and expressing our own clearly	1											
SL.3.1.	WALT engage effectively in a range of collaborative discussions (one-on-one) with diverse partners on grade 3 topics and texts	3											
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. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.	WALT engage effectively in a range of collaborative discussions (in groups) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly	3											
	WALT explicitly draw on previously read text or other material/information known about the topic to explore ideas under discussion	3											
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. 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).	WALT 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)	3											
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.	WALT ask questions to check understanding of information presented and ask questions to stay on topic	4											
texts, building on others releas and expressing their own clearry. C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	WALT link our comments to the remarks of others	4											

	Year at a Glance: ELA Grade 3 Student Lea	rning O	bjective	s Cluste	red by l	Unit							
DOCUMENT KEY: WALT (That) indicates a concept	t. WALT (To) indicates a skill. Focus - Explicit Instruction and Assessment			Unit 1			Unit 2			Unit 3		Uni	
Key	Revisited and Reinforced		Elemo	ents of Liter	ature	OI	oinion Writi	ing	Informa	tive / Expla Writing	natory	Condu Rese	
NJSLS	Not Addressed in the Unit SLO	Units	1A	1B	1C	2A	2B	2C	3A	3B	3C	4A	4B
Nests		Units		12	10			20					
SL.3.2.	WALT details in a text help us determine the main idea	1											
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.	WALT determine the main ideas and supporting details of a text read aloud	1											
SL.3.1. Engage effectively in a range of other 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. D. Explain their own ideas and understanding in light of the discussion.	WALT explain our own ideas and understanding in light of a discussion	3											
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.	WALT determine the main ideas and supporting details of information presented in diverse media and formats, including visually, (needs definition of quantitatively) and orally	3											
	WALT tell a story with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace	1,											
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	WALT recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace	1											
understandable pace.	WALT report on a topic or text with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace	3, 4											
	WALT multimedia can be used to demonstrate reading at an understandable pace	3											
SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	WALT use multimedia to demonstrate fluid reading at an understandable pace	3											
and the Columb	WALT add visual displays when appropriate to emphasize or enhance certain facts or details	3, 4											
SL.3.6. Speak in complete sentences when appropriate to task and situation in	WALT speaking in complete sentences provides details and clarification	1											
order to provide requested detail or clarification.	WALT speak in complete sentences when asked to provide additional details or clarification	1											
	LANGUAGI	E											
	WALT the use of conventions of standard English grammar and usage help to communicate ideas effectively when writing or speaking	1, 4											
			l				I						

	Year at a Glance: ELA Grade 3 Student Lea	arning O	bjective	s Cluste	red by l	Unit							
DOCUMENT KEY: WALT (That) indicates a concept	t. WALT (To) indicates a skill.									Unit 3		Uni	it 1
Key	Focus - Explicit Instruction and Assessment Revisited and Reinforced Not Addressed in the Unit		Eleme	Unit 1 ents of Liter	rature	Oŗ	Unit 2 Dinion Writi	ing	Informa	ntive / Expl Writing	anatory	Condu Rese	icting
NJSLS	SLO	Units	1A	1B	1C	2A	2B	2C	3A	3B	3C	4A	4B
	WALT demonstrate command of the conventions of standard English grammar and usage when writing or speaking	1, 4											
L.3.1. Demonstrate command of the conventions of standard English	WALT the parts of speech serve different functions within a sentence	1, 4											
grammar and usage when writing or speaking. A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	WALT explain the function of nouns and pronouns in general and their functions in particular sentences	3, 4											
	WALT explain the function of verbs in general and their functions in particular sentences	3, 4											
	WALT explain the function of adjectives, and adverbs in general and their functions in particular sentences	3, 4											
L.3.1. Demonstrate command of the conventions of standard English grammar	WALT there is a difference between regular and irregular plural nouns	2											
and usage when writing or speaking. B. Form and use regular and irregular plural nouns.	WALT formulate and use regular and irregular plural nouns	2											
L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. C. Use abstract nouns (e.g., childhood).	WALT use abstract nouns (e.g., childhood)	2											
L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. D. Form and use regular and irregular verbs.	WALT formulate and use regular and irregular verbs	3											
L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	WALT formulate and use the simple (e.g., I walked; I walk; I will walk) verb tenses	3											
L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. F. Ensure subject-verb and pronoun-antecedent agreement.	WALT ensure subject-verb and pronoun-antecedent agreement	3											
L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	WALT formulate and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified	4											
L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. H. Use coordinating and subordinating conjunctions.	WALT use coordinating and subordinating conjunctions	4											

	Year at a Glance: ELA Grade 3 Student Lea	rning O	bjective	s Cluste	ered by l	Unit							
DOCUMENT KEY: WALT (That) indicates a concept													
				Unit 1			Unit 2			Unit 3		Uni	it 4
Key	Focus - Explicit Instruction and Assessment								Informs	tive / Expla	natory	Condu	ecting
Key	Revisited and Reinforced		Eleme	nts of Lite	rature	Oı	oinion Writi	ing	Intorna	Writing	matory	Rese	
	Not Addressed in the Unit												
NJSLS	SLO	Units	1A	1B	1C	2A	2B	2C	3A	3B	3C	4A	4B
L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 1. Produce simple, compound, and complex sentences.	WALT produce simple, compound, and complex sentences	4											
L.3.2.	WALT the use of conventions (capitalization, punctuation, and spelling) of standard English grammar help to communicate ideas effectively when writing	1											
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	WALT demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	1											
L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Capitalize appropriate words in titles.	WALT capitalize appropriate words in titles	2											
L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. B. Use commas in addresses.	WALT use commas in addresses	2											
L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. C. Use commas and quotation marks in dialogue.	WALT use commas and quotation marks in dialogue	2											
L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. D. Form and use possessives.	WALT formulate and use possessives	3											
L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	WALT use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)	4											
L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	WALT use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words	4											

	Year at a Glance: ELA Grade 3 Student Lea	rning O	bjective	s Cluste	ered by l	Unit							
DOCUMENT KEY: WALT (That) indicates a concep	t. WALT (To) indicates a skill.												
				Unit 1			Unit 2			Unit 3		Uni	t 4
Key	Focus - Explicit Instruction and Assessment		Flore	ents of Lite	na tura	0.	oinion Writi	in.a	Informa	tive / Expla	natory	Condu	cting
1	Revisited and Reinforced		Eleme	ints of Litte	rature	O _I)IIIIOII ** I I I	iiig		Writing		Rese	arch
	Not Addressed in the Unit												
NJSLS	SLO	Units	1A	1B	1C	2A	2B	2C	3A	3B	3C	4A	4B
L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	WALT consult reference materials, including beginning dictionaries, as needed to check and correct spellings	2											
L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	WALT use knowledge of language and its conventions when writing, speaking, reading, listening	1											
L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	WALT use knowledge of language and its conventions when writing, speaking, reading, listening	2											
A. Choose words and phrases for effect.	WALT choose words and phrases for effect	2											
L.3.4. Determine or clarify the meaning of unknown and multiple-meaning	WALT it is important to determine or clarify the meaning of unknown words and multiple meaning words and phrases when reading	1											
word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	WALT determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade 3 reading and content choosing from various strategies	1											
L.3.4.	WALT it is important to determine or clarify the meaning of unknown words and multiple meaning words and phrases when reading	2											
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. A. Use sentence-level context as a clue to the meaning of a word or	WALT determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade 3 reading and content choosing from various strategies	2											
phrase.	WALT use sentence-level context as a clue to the meaning of a word or phrase	2											
L.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. C. Use a known root word as a clue to the meaning of an unknown word with the same root.	WALT use a known root word as a clue to the meaning of an unknown word with the same root	2											
L.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	WALT use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases	2, 4											
	WALT figurative language, word relationships and nuances contribute to the meaning of a text	1											

	Year at a Glance: ELA Grade 3 Student Lea	rning O	bjective	s Cluste	red by l	Unit							
DOCUMENT KEY: WALT (That) indicates a concep	t. WALT (To) indicates a skill.			** ** *			¥1 1: 0			Unit 3		Uni	it 4
Key	Focus - Explicit Instruction and Assessment Revisited and Reinforced Not Addressed in the Unit		Elemo	Unit 1 ents of Liter	rature	Ol	Unit 2 Dinion Writ	ing	Informa	ative / Expl Writing	natory	Condu Rese	
NJSLS	SLO	Units	1A	1B	1C	2A	2B	2C	3A	3B	3C	4A	4B
L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	WALT demonstrate understanding of figurative language	1											
Ü	WALT demonstrate understanding of word relationships and nuances in word meanings	1											
	WALT figurative language, word relationships and nuances contribute to the meaning of a text	2, 4											
L.3.5. Demonstrate understanding of figurative language, word relationships	WALT demonstrate understanding of figurative language	2, 4											
and nuances in word meanings. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	WALT idemonstrate understanding of word relationships and nuances in word meanings	4											
	WALT idistinguish the literal and nonliteral meanings of words and phrases in context	4											
L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	WALT identify real-life connections between words and their use	3											
L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	WALT distinguish shades of meaning among related words that describe states of mind or degrees of certainty	4											
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).	WALT 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)	1											