

PITTSGROVE TOWNSHIP SCHOOL DISTRICT



Course Name: Reading	Grade Level(s): Third Grade
Department: Humanities	Credits: N/A
BOE Adoption Date: 10/17/2019	Revision Date(s): 6/20/2019, 6/23/2021

Course Description

The instruction of English Language Arts is an ongoing, spiraling process. Units within the Grade 3 ELA curriculum are designed with this in mind. Skills and strategies will be developed and reinforced through differentiated instruction and focus on developing phonological awareness, decoding words, fluent reading, vocabulary development, and comprehension while reading a variety of text genres. Students will be exposed to increasingly complex and varied texts over the course of the school year. This curriculum follows a Reader’s Workshop approach, including instructional contexts such as: Interactive Read Aloud, Mini-Lesson, Guided Reading, and Independent Reading.

Standards are clustered according to their relevance to the genre. These are noted as *primary reading standards* within each unit. Other standards and skills are referenced as *secondary*. These skills will be touched upon within the unit, but may not receive a stronger instructional focus until later in the school year, or were addressed in previous units. Speaking and listening standards and skills are addressed through large and small group discussion as well as presentations. These activities will be designed to enhance student understanding and explanation of the texts. Language/vocabulary skills will be taught in context throughout the year.

Mission Statement

The Pittsgrove Township School District believes in growing all learners to thrive. The district offers an intellectually rigorous, dynamic curriculum aligned to state and national standards coupled with research-based practices in classrooms. The Pittsgrove Township School District strives to highlight critical thinking, problem-solving, intercultural literacy, digital literacy, collaboration, innovation, and a growth mindset as part of the instructional core of learning. The district provides high quality resources to provide young people the knowledge they need to approach the future as leaders and learners.

Curriculum & Instruction Goals

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum PreK-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

How to Read this Document

This curricular document contains both a *pacing guide* and *curriculum units* . The pacing guide serves to communicate an estimated timeframe as to *when* critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, objectives, instructional strategies, resources, and assessments.

NJ Administrative Code and Statutes Key
<p>^=Amistad Law O=Diversity & Inclusion Law <>=Holocaust +=LGBT and Disabilities Law *=AAPI (Asian American and Pacific Islanders) \$=Financial Literacy Use this key to understand where the NJ mandates are being implemented in the K-12 curriculum units.</p>

Pacing Guide

Course Title: 3rd grade Reading

Prerequisite(s): 2nd grade Reading

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
Unit 1	Trimester 1 60 days September - December	Primary Standards <ul style="list-style-type: none"> ● RL.3.1 ● RL.3.3 ● RL.3.4 ● RL.3.6 ● RL.3.9 ● RI.3.1 ● RI.3.2 ● RI.3.4 ● RI.3.6 ● RI.3.9 ● RF.3.4.a, c ● SL.3.1.a-d ● SL.3.3 ● SL.3.4 ● SL.3.6 ● L.3.4.a Secondary Standards <ul style="list-style-type: none"> ● RL.3.5 	Students will be able to: <ul style="list-style-type: none"> ● Ask and answer questions ● Make relevant connections to demonstrate understanding, referring explicitly to the text ● Describe the characters and how their actions contribute to the plot ● Determine word meanings, distinguishing literal from nonliteral ● Distinguish their own point of view from the narrator or characters ● Compare, contrast, and reflect on the central message/theme, settings, and plots of stories written 	Reading Mini Lesson: <ul style="list-style-type: none"> ● Work together in the classroom ● Explore the classroom library ● Independently read ● Think and talk about books ● Use a reader’s notebook ● Study authors and illustrators ● Understand fiction and nonfiction genres ● Give a book talk ● Understand characters’ feelings, motivations, and intentions ● Participate in book clubs ● Write letters about reading ● Monitor, search, and self-correct ● Study informational books ● Think about the topic in nonfiction books

		<ul style="list-style-type: none"> ● RL.3.7 ● RL.3.10 ● RI.3.5 ● RI.3.7 ● RI.3.8 ● RI.3.10 ● RF.3.3.a-d ● RF.3.4.b ● SL.3.2 ● SL.3.5 ● L.3.1.a-i ● L.3.2.a-g ● L.3.3.a-b ● L.3.4.b-d ● L.3.5.a-c ● L.3.6 ● W.3.1 ● W.3.4 ● W.3.5 ● W.3.6 ● W.3.8 ● W.3.10 	<p>by the same author about the same characters</p> <ul style="list-style-type: none"> ● Determine the main idea of a text ● Recount key details and how they support the main idea ● Determine the meaning of grade 3 general academic and domain-specific words ● Distinguish their own point of view from the author's ● Compare, contrast, and reflect on important points and key details presented in two texts on the same topic ● Read grade-level text with purpose and understanding ● Use context to confirm or self-correct ● Engage in collaborative discussions on grade 3 topics and texts ● Ask and answer questions about information from a speaker ● Report on a topic or text, tell a story, or recount an 	<ul style="list-style-type: none"> ● Write about nonfiction books in a reader's notebooks ● Understand plot ● Think about setting in fiction books ● Write about fiction books in a reader's notebook <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> ● Synthesize new information and ideas and revise thinking in response to it ● Follow a text with a complex plot and multiple problems (longer stories) ● Notice how the writer reveals characters and makes them seem real ● Notice and think critically about a writer's word choice ● Use some academic language to talk about fiction genres, special types of fiction, literary features, and book and print features, nonfiction ● Notice and infer how illustrations contribute to the mood in a text ● Tell a summary of a text after hearing it read ● Understand that an autobiography is an account
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			<p>experience with facts and details</p> <ul style="list-style-type: none"> ● Speak in complete sentences ● Use sentence-level context as a clue to the meaning of a word or phrase 	<p>of a person's life written by that person</p> <ul style="list-style-type: none"> ● Understand that a nonfiction text can be expository or narrative in structure ● Understand and talk about both familiar topics and those that offer new and surprising information and ideas ● Recognize that a variety of informational texts may be about a wide range of diverse places, languages, and cultures ● Notice language that conveys an emotional atmosphere (mood) in a text, affecting how the reader feels ● Gain new understandings from searching for and using information found in text body, sidebars, and graphics <p>Guided Reading:</p> <ul style="list-style-type: none"> ● Use knowledge of grammatical structure and experience with written language to anticipate the text (M) ● Make connections to other areas of study: e.g., science, social studies (M)
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				<ul style="list-style-type: none"> ● Talk about the lessons the story teaches (M) ● Use multiple sources of information (visual, meaning/pictures, graphics, language) to monitor and self correct (N) ● Recognize a number of one-two-, and three-syllable words rapidly and automatically (N) ● Derive the meaning of a new word from the context of a sentence (N) ● Understand that some words have connotative meanings that are essential to understanding the text (N) ● Synthesize new context from texts (N) ● Infer multiple dimensions of characters, some abstract themes and ideas, the writer’s message, the larger message, the meaning of a range of graphics that require reader interpretation (N) ● Infer the writer’s purpose in choosing a topic or telling a story (N) ● State specifically what
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				<p>makes a plot or character believable (N)</p> <p>Writing About Reading:</p> <ul style="list-style-type: none"> ● Make notes about the need to clarify information (questions, confusions) ● Select and include appropriate and important details when writing a summary of the text ● Express opinions in writing about the characters in a story and support with evidence ● Notice and write about character change and infer reasons related to events of the plot ● Infer and write about moral lessons ● Borrow the style or some words or expressions from a writer in writing about a text ● Notice and write about types of nonfiction texts ● Notice and write about the organization of a nonfiction text, distinguishing between expository and narrative structure ● Infer and write about moral lessons
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<p>Unit 2</p>	<p>Trimester 2 60 days January - March</p>	<p>Primary Standards</p> <ul style="list-style-type: none"> ● RL.3.1 ● RL.3.2 ● RL.3.3 ● RL.3.4 ● RL.3.6 ● RL.3.7 ● RI.3.1 ● RI.3.3 ● RI.3.4 ● RI.3.5 ● RI.3.6 ● RI.3.7 ● RI.3.8 ● RF.3.3.b-c ● RF.3.4.b-c ● L.3.3.a <p>Secondary Standards</p> <ul style="list-style-type: none"> ● RL.3.5 ● RL.3.9 ● RL.3.10 ● RI.3.2 ● RI.3.9 ● RI.3.10 ● RF.3.3.a, d ● RF.3.4.a ● SL.3.1.1-d ● SL.3.2 ● SL.3.3 ● SL.3.4 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Ask and answer questions ● Make relevant connections to demonstrate understanding, referring explicitly to the text ● Recount stories, including fables, folktales, and myths ● Determine the central message/theme and explain how it is revealed through key details ● Describe the characters and how their actions contribute to the plot ● Determine word meanings, distinguishing literal from nonliteral ● Distinguish their own point of view from the narrator or characters ● Explain how aspects of illustrations contribute to what is conveyed by the words ● Describe the relationship between historical events, scientific ideas, or steps in a 	<p>Reading Mini Lesson:</p> <ul style="list-style-type: none"> ● Study realistic fiction ● Solve words using a variety of strategies ● Understand character traits ● Write about fiction books in a reader's notebook ● Think about character change ● Study illustrations in fiction books ● Study biography ● Write about nonfiction books in a reader's notebook ● Study authors and illustrators ● Analyze the writer's craft ● Maintain fluency while reading ● Use text features to gain information ● Notice how authors choose to organize nonfiction ● Learn information from illustrations/graphics <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> ● Synthesize new information and ideas and revise thinking in response to it ● Follow a text with a complex plot and multiple problems (longer stories)
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		<ul style="list-style-type: none"> ● SL.3.5 ● SL.3.6 ● L.3.1.a-i ● L.3.2.a-g ● L.3.3.b ● L.3.4.a-d ● L.3.5.a-c ● L.3.6 ● W.3.1 ● W.3.4 ● W.3.5 ● W.3.6 ● W.3.8 ● W.3.10 	<p>procedure using language pertaining to time, sequence, and cause/effect</p> <ul style="list-style-type: none"> ● Determine the meaning of grade 3 general academic and domain-specific words ● Use text features and search tools to locate information ● Distinguish their own point of view from the author’s ● Use information gained from text features and the words from a text to demonstrate understanding ● Describe the connection between sentences and paragraphs in a text (e.g. compare, cause/effect, sequence) to support points an author makes ● Decode words with Latin suffixes ● Decode multisyllabic words ● Read grade level prose and poetry orally with accuracy, appropriate rate, and expression 	<ul style="list-style-type: none"> ● Notice how the writer reveals characters and makes them seem real ● Notice and think critically about a writer’s word choice ● Use some academic language to talk about fiction genres, special types of fiction, literary features, and book and print features, nonfiction ● Notice and infer how illustrations contribute to the mood in a text ● Tell a summary of a text after hearing it read ● Understand that an autobiography is an account of a person’s life written by that person ● Understand that a nonfiction text can be expository or narrative in structure ● Understand and talk about both familiar topics and those that offer new and surprising information and ideas ● Recognize that a variety of informational texts may be about a wide range of diverse places, languages, and cultures
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			<ul style="list-style-type: none"> ● Use context to confirm or self-correct ● Choose words and phrases for effect 	<ul style="list-style-type: none"> ● Notice language that conveys an emotional atmosphere (mood) in a text, affecting how the reader feels ● Gain new understandings from searching for and using information found in text body, sidebars, and graphics <p>Guided Reading:</p> <ul style="list-style-type: none"> ● Sustain searching over some books that are divided into chapters and may have as many as 2,000 words (O) ● Self-correct covertly prior to or after error (O) ● Demonstrate flexibility in using different strategies for solving words (O) ● Read orally with appropriate phrasing, pausing, intonation, word stress, and rate (O) ● Summarize important parts of a text (i.e., chapters or sections) (O) ● Make predictions based on previous reading experiences or using the logical organization or structure of the text (O) ● Identify interesting, new, or surprising information in a
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				<p>text (O)</p> <ul style="list-style-type: none"> ● Use illustrations to infer characters' feelings (O) ● Recognize a writer's use of temporal sequence, problem and solution, and compare and contrast (O) <p>Writing About Reading:</p> <ul style="list-style-type: none"> ● Make notes about the need to clarify information (questions, confusions) ● Select and include appropriate and important details when writing a summary of the text ● Express opinions in writing about the characters in a story and support with evidence ● Notice and write about character change and infer reasons related to events of the plot ● Infer and write about moral lessons ● Borrow the style or some words or expressions from a writer in writing about a text ● Notice and write about types of nonfiction texts ● Notice and write about the organization of a nonfiction text, distinguishing between
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				<p>expository and narrative structure</p> <ul style="list-style-type: none"> ● Infer and write about moral lessons
Unit 3	Trimester 3 60 days April - June	<p>Primary Standards</p> <ul style="list-style-type: none"> ● RL.3.1 ● RL.3.2 ● RL.3.3 ● RL.3.4 ● RL.3.5 ● RL.3.6 ● RL.3.7 ● RL.3.9 ● RI.3.1 ● RI.3.2 ● RI.3.6 ● RI.3.8 ● RI.3.9 ● SL.3.2 ● L.3.4.d <p>Secondary Standards</p> <ul style="list-style-type: none"> ● RL.3.10 ● RI.3.4 ● RI.3.5 ● RI.3.7 ● RI.3.10 ● RF.3.3.a-d ● RF.3.4.a-c ● SL.3.1.a-d 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Ask and answer questions ● Make relevant connections to demonstrate understanding, referring explicitly to the text ● Recount stories, including fables, folktales, and myths ● Determine the central message/theme and explain how it is revealed through key details ● Describe the characters and how their actions contribute to the plot ● Determine word meanings, distinguishing literal from nonliteral ● Refer to parts of stories, dramas, and poems when writing or speaking about a text; describe how each successive part builds on earlier sections 	<p>Reading Mini Lesson:</p> <ul style="list-style-type: none"> ● Think about the author’s message ● Think about the author’s purpose ● Summarize ● Write about fiction books in a reader’s notebook ● Write about nonfiction books in a reader’s notebook ● Study fables ● Study folktales ● Notice text resources ● Understand fantasy ● Study poetry ● Analyze the writer’s craft ● Understand fiction and nonfiction genres ● Study authors and illustrators <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> ● Synthesize new information and ideas and revise thinking in response to it ● Follow a text with a complex plot and multiple problems (longer stories)

		<ul style="list-style-type: none"> ● SL.3.3 ● SL.3.4 ● SL.3.5 ● SL.3.6 ● L.3.1.a-i ● L.3.2.a-g ● L.3.3.a-b ● L.3.4.a-c ● L.3.5.a-c ● L.3.6 ● W.3.1 ● W.3.4 ● W.3.5 ● W.3.6 ● W.3.8 ● W.3.10 	<ul style="list-style-type: none"> ● Distinguish their own point of view from the narrator or characters ● Explain how aspects of illustrations contribute to what is conveyed by the words ● Compare, contrast, and reflect on the central message/theme, settings, and plots of stories written by the same author about the same characters ● Determine the main idea of a text ● Recount key details and how they support the main idea ● Distinguish their own point of view from the author's ● Describe the connection between sentences and paragraphs in a text (e.g. compare, cause/effect, sequence) to support points an author makes ● Compare, contrast, and reflect on important points 	<ul style="list-style-type: none"> ● Notice how the writer reveals characters and makes them seem real ● Notice and think critically about a writer's word choice ● Use some academic language to talk about fiction genres, special types of fiction, literary features, and book and print features, nonfiction ● Notice and infer how illustrations contribute to the mood in a text ● Tell a summary of a text after hearing it read ● Understand that an autobiography is an account of a person's life written by that person ● Understand that a nonfiction text can be expository or narrative in structure ● Understand and talk about both familiar topics and those that offer new and surprising information and ideas ● Recognize that a variety of informational texts may be about a wide range of diverse places, languages, and cultures
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			<p>and key details presented in two texts on the same topic</p> <ul style="list-style-type: none"> ● Determine the main ideas and supporting details of a text read aloud ● Add visual displays to emphasize certain facts or details ● Use glossaries or beginning dictionaries, both print and digital, to determine or clarify word meaning 	<ul style="list-style-type: none"> ● Notice language that conveys an emotional atmosphere (mood) in a text, affecting how the reader feels ● Gain new understandings from searching for and using information found in text body, sidebars, and graphics <p>Guided Reading:</p> <ul style="list-style-type: none"> ● Understand the connotative meanings of words that contribute to the mood of the text (P) ● Adjust oral reading to show awareness of sentence variety (P) ● Infer complex relationships between and among characters by noticing evidence in their responses to each other (P) ● Assess how graphics add to the quality of the text or provide additional information (P) <p>Writing About Reading:</p> <ul style="list-style-type: none"> ● Make notes about the need to clarify information (questions, confusions) ● Select and include appropriate and important details when writing a
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				<p>summary of the text</p> <ul style="list-style-type: none">● Express opinions in writing about the characters in a story and support with evidence● Notice and write about character change and infer reasons related to events of the plot● Infer and write about moral lessons● Borrow the style or some words or expressions from a writer in writing about a text● Notice and write about types of nonfiction texts● Notice and write about the organization of a nonfiction text, distinguishing between expository and narrative structure● Infer and write about moral lessons
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Instructional Unit Map

Course Title: 3rd Grade Reading

Unit Title	Unit 1		Start Date:	September - December
			Length of Unit:	60 days - Trimester 1
Content Standards <i>What do we want them to know, understand, & do?</i>	Primary Standards RL.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis	Learning Goals	Students will be able to: <ul style="list-style-type: none"> ● Ask and answer questions ● Make relevant connections to demonstrate understanding, referring explicitly to the text ● Describe the characters and how their actions contribute to the plot ● Determine word meanings, distinguishing literal from nonliteral 	

	<p>for the answers.</p> <p>RL.3.3 Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</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>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RL.3.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme,</p>		<ul style="list-style-type: none"> ● Distinguish their own point of view from the narrator or characters ● Compare, contrast, and reflect on the central message/theme, settings, and plots of stories written by the same author about the same characters ● Determine the main idea of a text ● Recount key details and how they support the main idea ● Determine the meaning of grade 3 general academic and domain-specific words ● Distinguish their own point of view from the author’s ● Compare, contrast, and reflect on important points and key details presented in two texts on the same topic ● Read grade-level text with purpose and understanding ● Use context to confirm or self-correct ● Engage in collaborative discussions on grade 3 topics and texts ^O+* ● Ask and answer questions about information from a speaker ● Report on a topic or text, tell a story, or recount an experience with facts and details ● Speak in complete sentences ● Use sentence-level context as a clue to the meaning of a word or phrase
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	<p>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.3.1 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.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</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.3.6 Distinguish their own point of view</p>		
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	<p>from that of the author of a text.</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>RF.3.4.a Read grade-level text with purpose and understanding.</p> <p>RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>SL.3.1.a Explicitly draw on previously read text or material and other information known about the topic to explore ideas under</p>		
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	<p>discussion.</p> <p>SL.3.1.b Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL.3.1.d Explain their own ideas and understanding in light of the discussion.</p> <p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL.3.4 Report on a</p>		
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	<p>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.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>Secondary Standards</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</p>		
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	<p>each successive part builds on earlier sections.</p> <p>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).</p> <p>RI.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> <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>		
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	<p>RI.3.7 Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</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> <p>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.</p>		
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	<p>RF.3.3.a-d Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.3.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</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.3.5 Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>		
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	<p>L.3.1.a-i Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.2.a-g Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.3.a-b Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.3.4.b-d 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>		
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	<p>L.3.5.a-c Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>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).</p> <p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and</p>		
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	<p>organization are appropriate to task and purpose.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>W.3.10 Write routinely over extended time</p>		
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	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.								
Essential Questions	<ul style="list-style-type: none"> • How can we engage in classroom literacy work? • How can we share our thinking about books? • What do good readers do? • How do authors and illustrators tell a story? • How does understanding genre help comprehension? • What influences a character? • How do the characters, setting, problem, and solution fit together to make a story? • How can I determine different points of view? • Why is it important to compare/contrast stories? • How can I find the main idea of a text? 								
Assessments <i>How will we know they have gained the knowledge & skills?</i>	<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr style="background-color: black; color: white;"> <th style="text-align: center;">Formative</th> <th style="text-align: center;">Summative</th> <th style="text-align: center;">Alternative</th> </tr> </thead> <tbody> <tr> <td data-bbox="575 1133 1020 1365"> <ul style="list-style-type: none"> • Checklists • Exit Tickets • Reader's Notebook/ Post-it Notes </td> <td data-bbox="1020 1133 1526 1365"> <ul style="list-style-type: none"> • Fountas & Pinnell Benchmark Assessment • Reading Records • Reader's Notebook • Cold reads </td> <td data-bbox="1526 1133 1940 1365"> <ul style="list-style-type: none"> • Dual modalities (visual and written) • Create a presentation (multimedia, poster, etc.) </td> </tr> </tbody> </table>			Formative	Summative	Alternative	<ul style="list-style-type: none"> • Checklists • Exit Tickets • Reader's Notebook/ Post-it Notes 	<ul style="list-style-type: none"> • Fountas & Pinnell Benchmark Assessment • Reading Records • Reader's Notebook • Cold reads 	<ul style="list-style-type: none"> • Dual modalities (visual and written) • Create a presentation (multimedia, poster, etc.)
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Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> ● Fountas & Pinnell Benchmark Assessment (Guided Reading Level) ● NWEA MAP ● Starting Position (background knowledge) 		
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Responsive Teaching ● Teacher Clarity (goals, expectations, criteria, assessment, etc.) ● Scaffolding ● Mini Lessons/Anchor Charts ● Direct Instruction 		

	<ul style="list-style-type: none"> ● Interactive Read Aloud/Mentor Texts ● Modeling ● Guided Practice ● Active Participation ● Independent Practice/Independent Reading ● Reader’s Notebooks ● Conferring ● Provide detailed and specific feedback ● Cooperative Learning ● Book Club/Literature Discussion ● Graphic Organizers ● Technology Integration ● Learning Centers ● Academic Games ● Problem Solving ● Small Group Instruction (skills, strategies, guided reading) ● Flexible/Strategic grouping 			
Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i>	English Language Learners Special Education Learners Struggling Learners Advanced Learners			
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	<ul style="list-style-type: none"> ● No penalty for spelling errors <p>Assessments</p> <ul style="list-style-type: none"> ● Multiple choice format ● Use native language for directions if available ● Reword / clarify test directions ● Read test aloud ● Highlight/ underline key words ● Additional Time ● Accept short answers 	<ul style="list-style-type: none"> ● Read texts aloud (if appropriate) ● No penalty for spelling errors <p>Assessments</p> <ul style="list-style-type: none"> ● Varied test format / level of complexity ● Provide/ allow use of study guide ● Reword / clarify test directions ● Read test aloud (if appropriate) ● Highlight/ underline key words ● Additional Time ● Accept short answers ● Allow retakes ● Modified grading 		
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Differentiated Instructional Methods:	Access (Resources and/or Process)		Expression (Products and/or Performance)	
<p><i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	<ul style="list-style-type: none"> ● Independent Reading book choice ● Leveled Texts ● Learning Structures ● Group and Individual routines ● Students working at their own pace during independent reading ● Presenting materials in a variety of ways ● Flexible Small Group instruction (guided reading, skills, strategies) ● Learning centers ● Conferencing ● Interactive Promethean Board Activities ● General/Specific/Individual Help Options ● Manipulatives ● Reference Materials (anchor charts, rubrics, checklists) ● Peer assistance ● Choice/Options ● Learning Menus ● Chromebook/Technology 		<ul style="list-style-type: none"> ● Reader's Notebook ● Reading Response Post-it Notes ● Response Choice Menu ● Tiered assignments (based on individual student readiness) ● Rubrics ● Success Criteria Checklist ● Assessment Retakes 	
<p>Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p>Tier II: question, answer, connection, literal, nonliteral, compare, contrast, details, context, self-correct, facts, sentence, author, illustrator, feelings, motivation, intentions, topic, synthesize, infer, mood</p> <p>Tier III: character, plot, narrator, central message, theme, setting, main idea, genre, fiction, nonfiction</p>			

<p>Integration of Technology SAMR</p>	<p>S - Reader’s response or worksheet in Google Slides or Docs; EPIC or other website for reading texts; Use Google Classroom to access assignments; Utilize Interactive whiteboard activities (videos, lessons, games, etc.)</p> <p>A - Google Forms assessments with automatic grading and feedback; Teacher will use comment feature in Google Docs or Seesaw for feedback; Students use various tools or add-ons to improve work; Gamification programs (Kahoot, Quizziz, etc.)</p> <p>M - Students collaborate in Slides or Docs; Students comment and interact with each other in Google Classroom</p> <p>R - Students create a multimedia project; Students create an Imovie giving a book talk or review; Students publish their work online</p>
<p>Interdisciplinary Connections NJ Student Learning Standards</p>	<p>Science (2020)</p> <ul style="list-style-type: none"> • 3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death. • 3-LS4-2 Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. • 3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. • 3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of climate change and/or a weather-related hazard. <p>Social Studies (2020)</p> <ul style="list-style-type: none"> • 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. • 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations. ^O+* • 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives. <p>6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</p>

	<p>6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</p> <ul style="list-style-type: none"> • 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. • 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world. ^* <p>Computer Science and Design Thinking (2020)</p> <ul style="list-style-type: none"> • 8.1.5.CS.1: Model how computing devices connect to other components to form a system. <p>Career Readiness, Life Literacies, and Key Skills (2020)</p> <ul style="list-style-type: none"> • 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors • 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity • 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community, and global • 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology • 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view • 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions 	
<p>21st Century Themes/Skills P21 Framework</p>	<p style="text-align: center;">Themes Skills</p>	
	<ul style="list-style-type: none"> • Global Awareness - Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts (sharing ideas and 	<ul style="list-style-type: none"> • Flexibility and Adaptability • Initiative and Self-direction • Social and Cross-cultural skills • Productivity and Accountability • Leadership and Responsibility

	<p>stories); Understanding other nations and cultures, including the use of non-English languages. ^O+*</p> <ul style="list-style-type: none"> ● Environmental Literacy - Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as it relates to air, climate, land, food, energy, water and ecosystems; Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.) 	<ul style="list-style-type: none"> ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information, Communication, Technology Literacy
<p>Resources/Materials</p>	<ul style="list-style-type: none"> ● 3rd Grade Crosswalk Document ● Fountas & Pinnell Literacy Continuum ● Guided Reading: Responsive Teaching Across Grades ● Fountas & Pinnell Online Resources ● Interactive Read Aloud Texts/lesson cards (FPC) ^O+* ● Reading Mini Lesson book (FPC) ● Guided Reading Leveled Texts/lesson cards (FPC) ^O+* ● Other leveled texts (Scholastic, EPIC, etc.) ^O+* ● Reader's Notebook ● Classroom Library ^O+* 	

Instructional Unit Map

Course Title: 3rd Grade Reading

Unit Title	Unit 2	Start Date:	January - March
Unit Title		Length of Unit:	60 days - Trimester 2
<p>Content Standards <i>What do we want them to know, understand, & do?</i></p>	<p>Primary Standards RL.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 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. RL.3.3 Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain</p>	<p>Learning Goals</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Ask and answer questions ● Make relevant connections to demonstrate understanding, referring explicitly to the text ● Recount stories, including fables, folktales, and myths ● Determine the central message/theme and explain how it is revealed through key details ● Describe the characters and how their actions contribute to the plot ● Determine word meanings, distinguishing literal from nonliteral ● Distinguish their own point of view from the narrator or characters ● Explain how aspects of illustrations contribute to what is conveyed by the words ● Describe the relationship between historical events, scientific ideas, or steps in a procedure using language pertaining to time, sequence, and cause/effect ● Determine the meaning of grade 3 general academic and domain-specific words ● Use text features and search tools to locate information

	<p>how their actions contribute to the plot.</p> <p>RI.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RI.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RI.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).</p> <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</p>		<ul style="list-style-type: none"> ● Distinguish their own point of view from the author’s ● Use information gained from text features and the words from a text to demonstrate understanding ● Describe the connection between sentences and paragraphs in a text (e.g. compare, cause/effect, sequence) to support points an author makes ● Decode words with Latin suffixes ● Decode multisyllabic words ● Read grade level prose and poetry orally with accuracy, appropriate rate, and expression ● Use context to confirm or self-correct ● Choose words and phrases for effect
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	<p>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.3.6 Distinguish their own point of view from that of the author of a text.</p> <p>RI.3.7 Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate</p>		
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	<p>understanding of the text (e.g., where, when, why, and how key events occur).</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> <p>RF.3.3.b Decode words with common Latin suffixes.</p> <p>RF.3.3.c Decode multisyllable words.</p> <p>RF.3.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>L.3.3.a Choose words and phrases for effect.</p>		
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	<p>Secondary Standards</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> <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>RL.3.10 By the end of the year, read and</p>		
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	<p>comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</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> <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>RI.3.10 By the end of the year, read and comprehend literary nonfiction at grade level text-complexity</p>		
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	<p>or above, with scaffolding as needed.</p> <p>RF.3.3.a, d Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.3.4.a Read grade-level text with purpose and understanding.</p> <p>SL.3.1.a-d 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.</p> <p>SL.3.2 Determine the main ideas and supporting details of a text read aloud or</p>		
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	<p>information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</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.3.5 Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>		
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	<p>SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.3.1.a-i Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.2.a-g Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.3.b Recognize and observe differences between the conventions of spoken and written standard English</p> <p>L.3.4.a-d Determine or clarify the meaning of</p>		
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	<p>unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>L.3.5.a-c Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>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).</p> <p>W.3.1 Write opinion pieces on topics or texts, supporting a</p>		
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	<p>point of view with reasons.</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>W.3.8 Recall information from experiences or gather information from print</p>		
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	<p>and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>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.</p>		
<p>Essential Questions</p>	<ul style="list-style-type: none"> ● How does understanding genre help comprehension? ● How can I use evidence from the text to support my thinking? ● What strategies can I use to solve unknown words? ● How can I identify internal and external character traits? ● How can we share our thinking about books? ● How can the illustrations help me understand a text? ● How does understanding genre help comprehension? ● How do authors and illustrators tell a story? ● How do authors play with language? ● How do I become a fluent reader? 		

	<ul style="list-style-type: none"> • How does the text structure help me understand the text? • How do illustrations and graphics help understanding? • How do good readers, writers, and speakers summarize effectively? • How do we determine the theme of a story? • How is information related in a story? 					
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	<ul style="list-style-type: none"> ● Reference Materials (anchor charts, rubrics, checklists) ● Peer assistance ● Choice/Options ● Learning Menus ● Chromebook/Technology 	
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier II: question, answer, connections, literal, nonliteral, illustrations, sentence, paragraph, context, self-correct, traits, author, illustrator, synthesize, infer, structure, mood Tier III: fable, folktale, myth, central message, theme, characters, plot, narrator, text features, suffix, multisyllabic, prose, poetry, realistic fiction, fiction, biography, nonfiction, fluency	
Integration of Technology SAMR	S - Reader's response or worksheet in Google Slides or Docs; EPIC or other website for reading texts; Use Google Classroom to access assignments; Utilize Interactive whiteboard activities (videos, lessons, games, etc.) A - Google Forms assessments with automatic grading and feedback; Teacher will use comment feature in Google Docs or Seesaw for feedback; Students use various tools or add-ons to improve work; Gamification programs (Kahoot, Quizziz, etc.) M - Students collaborate in Slides or Docs; Students comment and interact with each other in Google Classroom R - Students create a multimedia project; Students create an Imovie giving a book talk or review; Students publish their work online	
Interdisciplinary Connections NJ Student Learning Standards	Science (2020) <ul style="list-style-type: none"> ● 3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death. ● 3-LS4-2 Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. ● 3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. Social Studies (2020)	

- 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). ^O+*
- 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations. ^O+*
- 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world. ^*

Computer Science and Design Thinking (2020)

- 8.1.5.CS.1: Model how computing devices connect to other components to form a system.

Career Readiness, Life Literacies, and Key Skills (2020)

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community, and global
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

	<ul style="list-style-type: none"> • 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions 	
21st Century Themes/Skills P21 Framework	<p style="text-align: center;">Themes</p> <ul style="list-style-type: none"> ● Global Awareness - Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts (sharing ideas and stories); Understanding other nations and cultures, including the use of non-English languages. ^O+* ● Environmental Literacy - Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as it relates to air, climate, land, food, energy, water and ecosystems; Demonstrate knowledge and understanding of society’s impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.) 	<p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> ● Flexibility and Adaptability ● Initiative and Self-direction ● Social and Cross-cultural skills ● Productivity and Accountability ● Leadership and Responsibility ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information, Communication, Technology Literacy
Resources/Materials	<ul style="list-style-type: none"> ● 3rd Grade Crosswalk Document ● Fountas & Pinnell Literacy Continuum ● Guided Reading: Responsive Teaching Across Grades ● Fountas & Pinnell Online Resources 	

	<ul style="list-style-type: none"> ● Interactive Read Aloud Texts/lesson cards (FPC) ^O+* ● Reading Mini Lesson book (FPC) ● Guided Reading Leveled Texts/lesson cards (FPC) ^O+* ● Other leveled texts (Scholastic, EPIC, etc.) ^O+* ● Reader’s Notebook ● Classroom Library ^O+*
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Instructional Unit Map							
Course Title: 3rd Grade Reading							
Unit Title	Unit 3		<table border="1" style="width: 100%;"> <tr> <td style="background-color: black; color: white;">Start Date:</td> <td>April - June</td> </tr> <tr> <td style="background-color: black; color: white;">Length of Unit:</td> <td>60 days - Trimester 3</td> </tr> </table>	Start Date:	April - June	Length of Unit:	60 days - Trimester 3
Start Date:	April - June						
Length of Unit:	60 days - Trimester 3						
Content Standards <i>What do we want them to know, understand, & do?</i>	Primary Standards RL.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis	Learning Goals	Students will be able to: <ul style="list-style-type: none"> ● Ask and answer questions ● Make relevant connections to demonstrate understanding, referring explicitly to the text ● Recount stories, including fables, folktales, and myths ● Determine the central message/theme and explain how it is revealed through key details 				

	<p>for the answers.</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>RL.3.3 Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</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>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</p>		<ul style="list-style-type: none"> ● Describe the characters and how their actions contribute to the plot ● Determine word meanings, distinguishing literal from nonliteral ● Refer to parts of stories, dramas, and poems when writing or speaking about a text; describe how each successive part builds on earlier sections ● Distinguish their own point of view from the narrator or characters ● Explain how aspects of illustrations contribute to what is conveyed by the words ● Compare, contrast, and reflect on the central message/theme, settings, and plots of stories written by the same author about the same characters ● Determine the main idea of a text ● Recount key details and how they support the main idea ● Distinguish their own point of view from the author's ● Describe the connection between sentences and paragraphs in a text (e.g. compare, cause/effect, sequence) to support points an author makes ● Compare, contrast, and reflect on important points and key details presented in two texts on the same topic ● Determine the main ideas and supporting details of a text read aloud ● Add visual displays to emphasize certain facts or details ● Use glossaries or beginning dictionaries, both print and digital, to determine or clarify word meaning
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	<p>builds on earlier sections.</p> <p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>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).</p> <p>RI.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.3.1 Ask and answer questions, and make</p>		
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	<p>relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</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> <p>RI.3.6 Distinguish their own point of view from that of the author of a text.</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> <p>RI.3.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background</p>		
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	<p>knowledge) the most important points and key details presented in two texts on the same topic.</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>L.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>Secondary Standards</p> <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</p>		
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	<p>above, with scaffolding as needed.</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.3.7 Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>RI.3.10 By the end of the year, read and comprehend literary</p>		
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	<p>nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>RF.3.3.a-d Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.3.4.a-c Read with sufficient accuracy and fluency to support comprehension.</p> <p>SL.3.1.a-d 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.</p> <p>SL.3.3 Ask and answer questions about information from a</p>		
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	<p>speaker, offering appropriate elaboration and detail.</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.3.5 Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.3.1.a-i Demonstrate command of the conventions of</p>		
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	<p>standard English grammar and usage when writing or speaking.</p> <p>L.3.2.a-g Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.3.a-b Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.3.4.a-c 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.3.5.a-c Demonstrate understanding of figurative language,</p>		
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	<p>word relationships and nuances in word meanings.</p> <p>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., <i>After dinner that night we went looking for them</i>).</p> <p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>		
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	<p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>W.3.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision)</p>		
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	and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
Essential Questions	<ul style="list-style-type: none"> ● How can I determine the author’s purpose for writing? ● How can I determine the author’s message in a story? ● How do good readers, writers, and speakers summarize effectively? ● How can we share our thinking about books? ● How does understanding genre help comprehension? ● How does poetry differ from others forms of writing? ● How do authors play with language? ● How do authors and illustrators tell a story? ● What role do characters play in a story? ● How can I find similarities and differences in characters and stories? ● How is information related in a story? ● How do readers determine the meaning of unknown words? 		
Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative	Summative	Alternative
	<ul style="list-style-type: none"> ● Checklists ● Exit Tickets ● Reader’s Notebook/ Post-it Notes ● Student Self-Assessment/Reflection 	<ul style="list-style-type: none"> ● Fountas & Pinnell Benchmark Assessment ● Reading Records ● Reader’s Notebook ● Cold reads ● Common Summative Assessment 	<ul style="list-style-type: none"> ● Dual modalities (visual and written) ● Create a presentation (multimedia, poster, etc.) ● Group presentation ● Book Reports

	<ul style="list-style-type: none"> ● Respond to questions, orally or written ● Verbal or written summaries ● Student Observation ● Daily Independent Classwork ● Class Discussion ● Turn and Talk ● Hand signals to show understanding ● Whiteboards ● Graphic Organizers ● Student Conferencing ● Anecdotal records ● Interactive Online Assessment (Kahoot, Quizizz) 		
<p>Unit Pre-Assessment(s) <i>What do they already know?</i></p>	<ul style="list-style-type: none"> ● Fountas & Pinnell Benchmark Assessment (Guided Reading Level) ● NWEA MAP ● Starting Position (background knowledge) 		
<p>Instructional Strategies/Student Activities</p>	<ul style="list-style-type: none"> ● Responsive Teaching ● Teacher Clarity (goals, expectations, criteria, assessment, etc.) ● Scaffolding ● Mini Lessons/Anchor Charts ● Direct Instruction ● Interactive Read Aloud/Mentor Texts ● Modeling 		

	<ul style="list-style-type: none"> ● Guided Practice ● Active Participation ● Independent Practice/Independent Reading ● Reader’s Notebooks ● Conferring ● Provide detailed and specific feedback ● Cooperative Learning ● Book Club/Literature Discussion ● Graphic Organizers ● Technology Integration ● Learning Centers ● Academic Games ● Problem Solving ● Small Group Instruction (skills, strategies, guided reading) ● Flexible/Strategic grouping 			
Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i>	English Language Learners Special Education Learners Struggling Learners Advanced Learners			
	Instructional <ul style="list-style-type: none"> ● Pre-teach vocabulary ● Provide definitions of key terms in native language if available ● Small group instruction 	Instructional <ul style="list-style-type: none"> ● Small group/ individual support ● Consistent Lesson structure ● Graphic Organizers ● Shorten Assignments 	Instructional <ul style="list-style-type: none"> ● Small group instruction ● Consistent Lesson structure ● Graphic Organizers ● Additional time ● Reword/ Clarify directions ● Visual and verbal examples, cues and directions 	Instructional <ul style="list-style-type: none"> ● Leveled texts ● Choice Boards ● Independent study/ Sidebar studies ● Peer leader/helper ● Literature Circles Assessments

	<ul style="list-style-type: none"> ● Consistent Lesson Structure ● Graphic Organizers ● Shorten Assignments ● Additional Time ● Simplify language for tasks/ directions ● Verbal and Visual examples/ directions ● Classroom buddy ● Leveled text ● Allow oral responses ● Sentence Frames ● Oral Prompts/ Cues ● No penalty for spelling errors 	<ul style="list-style-type: none"> ● Additional time ● Reword/ Clarify directions ● Verbal and Visual examples, cues, directions ● Classroom buddy ● Leveled text ● Allow oral responses ● Sentence Frames ● Provide examples, notes or study guide ● Monitor on-task behavior ● Frequently check for understanding 	<ul style="list-style-type: none"> ● Leveled text ● Monitor on-task behavior ● Frequently check for understanding <p>Assessments</p> <ul style="list-style-type: none"> ● Vary test format ● Highlight/ underline key words ● Chunk sections ● Additional Time ● Reword / clarify test directions 	<ul style="list-style-type: none"> ● Tiered assessments ● Choice of test format
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	<p>Assessments</p> <ul style="list-style-type: none"> • Multiple choice format • Use native language for directions if available • Reword / clarify test directions • Read test aloud • Highlight/ underline key words • Additional Time • Accept short answers 	<ul style="list-style-type: none"> • Read texts aloud (if appropriate) • No penalty for spelling errors <p>Assessments</p> <ul style="list-style-type: none"> • Varied test format / level of complexity • Provide/ allow use of study guide • Reword / clarify test directions • Read test aloud (if appropriate) • Highlight/ underline key words • Additional Time • Accept short answers • Allow retakes • Modified grading 		
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Differentiated Instructional Methods:	Access (Resources and/or Process)		Expression (Products and/or Performance)	
<p><i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	<ul style="list-style-type: none"> ● Independent Reading book choice ● Leveled Texts ● Learning Structures ● Group and Individual routines ● Students working at their own pace during independent reading ● Presenting materials in a variety of ways ● Flexible Small Group instruction (guided reading, skills, strategies) ● Learning centers ● Conferencing ● Interactive Promethean Board Activities ● General/Specific/Individual Help Options ● Manipulatives ● Reference Materials (anchor charts, rubrics, checklists) ● Peer assistance ● Choice/Options ● Learning Menus ● Chromebook/Technology 		<ul style="list-style-type: none"> ● Reader's Notebook ● Reading Response Post-it Notes ● Response Choice Menu ● Tiered assignments (based on individual student readiness) ● Rubrics ● Success Criteria Checklist ● Assessment Retakes 	
<p>Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p>Tier II: question, answer, connections, literal, nonliteral, compare, contrast, details, sentence, paragraph, glossary, dictionary, summarize, author, illustrator, synthesize, infer, mood</p> <p>Tier III: fable, folktale, myth, central message, theme, characters, plot, drama, poem, narrator, setting, main idea, author's purpose, fiction, nonfiction, fantasy, genre</p>			

<p>Integration of Technology SAMR</p>	<p>S - Reader’s response or worksheet in Google Slides or Docs; EPIC or other website for reading texts; Use Google Classroom to access assignments; Utilize Interactive whiteboard activities (videos, lessons, games, etc.)</p> <p>A - Google Forms assessments with automatic grading and feedback; Teacher will use comment feature in Google Docs or Seesaw for feedback; Students use various tools or add-ons to improve work; Gamification programs (Kahoot, Quizziz, etc.)</p> <p>M - Students collaborate in Slides or Docs; Students comment and interact with each other in Google Classroom</p> <p>R - Students create a multimedia project; Students create an Imovie giving a book talk or review; Students publish their work online</p>
<p>Interdisciplinary Connections NJ Student Learning Standards</p>	<p>Science (2020)</p> <ul style="list-style-type: none"> • 3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death. • 3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. • 3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of climate change and/or a weather-related hazard. <p>Social Studies (2020)</p> <ul style="list-style-type: none"> • 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations. ^O+* • 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions. • 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. <p>Computer Science and Design Thinking (2020)</p> <ul style="list-style-type: none"> • 8.1.5.CS.1: Model how computing devices connect to other components to form a system.

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	<p>impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.)</p>	
<p>Resources/Materials</p>	<ul style="list-style-type: none"> ● 3rd Grade Crosswalk Document ● Fountas & Pinnell Literacy Continuum ● Guided Reading: Responsive Teaching Across Grades ● Fountas & Pinnell Online Resources ● Interactive Read Aloud Texts/lesson cards (FPC) ^O+* ● Reading Mini Lesson book (FPC) ● Guided Reading Leveled Texts/lesson cards (FPC) ^O+* ● Other leveled texts (Scholastic, EPIC, etc.) ^O+* ● Reader’s Notebook ● Classroom Library ^O+* 	

