# PITTSGROVE TOWNSHIP SCHOOL DISTRICT



P.R.I.D.E. Patience Respect Integrity Diligence Empathy

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

^=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.

### 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> <li>RL.3.1</li> <li>RL.3.3</li> <li>RL.3.4</li> <li>RL.3.6</li> <li>RL.3.9</li> <li>RI.3.1</li> <li>RI.3.2</li> <li>RI.3.4</li> <li>RI.3.6</li> <li>RI.3.9</li> <li>RF.3.4.a, c</li> <li>SL.3.1.a-d</li> <li>SL.3.3</li> <li>SL.3.4</li> <li>SL.3.6</li> <li>L.3.4.a</li> </ul> Secondary Standards <ul> <li>RL.3.5</li> </ul>	<ul> <li>Students will be able to: <ul> <li>Ask and answer questions</li> <li>Make relevant connections to demonstrate understanding, referring explicitly to the text</li> <li>Describe the characters and how their actions contribute to the plot</li> <li>Determine word meanings, distinguishing literal from nonliteral</li> <li>Distinguish their own point of view from the narrator or characters</li> <li>Compare, contrast, and reflect on the central message/theme, settings, and plots of stories written</li> </ul> </li> </ul>	<ul> <li>Reading Mini Lesson: <ul> <li>Work together in the classroom</li> <li>Explore the classroom library</li> <li>Independently read</li> <li>Think and talk about books</li> <li>Use a reader's notebook</li> <li>Study authors and illustrators</li> <li>Understand fiction and nonfiction genres</li> <li>Give a book talk</li> <li>Understand characters' feelings, motivations, and intentions</li> <li>Participate in book clubs</li> <li>Write letters about reading</li> <li>Monitor, search, and self-correct</li> <li>Study informational books</li> </ul> </li> </ul>

<ul> <li>RL.3.7</li> <li>RL.3.10</li> <li>RI.3.5</li> <li>RI.3.7</li> <li>RI.3.7</li> <li>RI.3.8</li> <li>RI.3.10</li> <li>RF.3.3.a-d</li> <li>RF.3.4.b</li> <li>SL.3.2</li> <li>SL.3.5</li> <li>L.3.1.a-i</li> <li>L.3.2.a-g</li> <li>L.3.4.b-d</li> <li>L.3.4.b-d</li> <li>L.3.5.a-c</li> <li>L.3.6</li> <li>W.3.1</li> <li>W.3.4</li> <li>W.3.5</li> <li>W.3.6</li> <li>W.3.8</li> <li>W.3.10</li> </ul>	<ul> <li>by the same author about the same characters</li> <li>Determine the main idea of a text</li> <li>Recount key details and how they support the main idea</li> <li>Determine the meaning of grade 3 general academic and domain-specific words</li> <li>Distinguish their own point of view from the author's</li> <li>Compare, contrast, and reflect on important points and key details presented in two texts on the same topic</li> <li>Read grade-level text with purpose and understanding</li> <li>Use context to confirm or self-correct</li> <li>Engage in collaborative discussions on grade 3 topics and texts</li> <li>Ask and answer questions about information from a speaker</li> <li>Report on a topic or text, tell a story, or recount an</li> <li>Write about nonfiction books in a reader's undebooks</li> <li>Understand plot</li> <li>Write about fiction books in a reader's notebook</li> <li>Interactive Read Aloud:</li> <li>Synthesize new information and ideas and revise thinking in response to it</li> <li>Follow a text with a complex plot and multiple problems (longer stories)</li> <li>Notice how the writer reveals characters and makes them seem real</li> <li>Notice and think critically about a writer's word choice</li> <li>Use some academic language to talk about fiction genres, special types of fiction, literary features, and book and print features, nonfiction</li> <li>Notice and infer how illustrations contribute to the mood in a text</li> <li>Tell a summary of a text after hearing it read</li> <li>Understand than an autobiography is an account</li> </ul>
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	<ul> <li>experience with facts and details</li> <li>Speak in complete sentences</li> <li>Use sentence-level context as a clue to the meaning of a word or phrase</li> </ul>	<ul> <li>of a person's life written by that person</li> <li>Understand that a nonfiction text can be expository or narrative in structure</li> <li>Understand and talk about both familiar topics and those that offer new and surprising information and ideas</li> <li>Recognize that a variety of informational texts may be about a wide range of diverse places, languages, and cultures</li> <li>Notice language that conveys an emotional atmosphere (mood) in a text, affecting how the reader feels</li> <li>Gain new understandings from searching for and using information found in text body, sidebars, and graphics</li> <li>Guided Reading: <ul> <li>Use knowledge of grammatical structure and experience with written language to anticipate the text (M)</li> <li>Make connections to other areas of study: e.g., science, social studies (M)</li> </ul> </li> </ul>
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		<ul> <li>Talk about the lessons the story teaches (M)</li> <li>Use multiple sources of information (visual, meaning/pictures, graphics, language) to monitor and self correct (N)</li> <li>Recognize a number of one-two-, and three-syllable words rapidly and automatically (N)</li> <li>Derive the meaning of a new word from the context of a sentence (N)</li> <li>Understand that some words have connotative meanings that are essential to understanding the text (N)</li> <li>Synthesize new context from texts (N)</li> <li>Infer multiple dimensions of characters, some abstract themes and ideas, the writer's message, the larger</li> </ul>
		characters, some abstract themes and ideas, the

			<ul> <li>makes a plot or character believable (N)</li> <li>Writing About Reading: <ul> <li>Make notes about the need to clarify information (questions, confusions)</li> <li>Select and include appropriate and important details when writing a summary of the text</li> <li>Express opinions in writing about the characters in a story and support with evidence</li> <li>Notice and write about character change and infer reasons related to events of the plot</li> <li>Infer and write about moral lessons</li> <li>Borrow the style or some words or expressions from a writer in writing about a text</li> <li>Notice and write about types of nonfiction texts</li> <li>Notice and write about the organization of a nonfiction text, distinguishing between expository and narrative structure</li> <li>Infer and write about moral lessons</li> </ul> </li> </ul>
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Unit 2 Trimester 2	Primary Standards	Students will be able to:	Reading Mini Lesson:
60 days January - March	<ul> <li>RL.3.1</li> <li>RL.3.2</li> <li>RL.3.3</li> <li>RL.3.4</li> <li>RL.3.6</li> <li>RL.3.7</li> <li>RI.3.1</li> <li>RI.3.3</li> <li>RI.3.4</li> <li>RI.3.5</li> <li>RI.3.6</li> <li>RI.3.7</li> <li>RI.3.8</li> <li>RF.3.3.b-c</li> <li>RF.3.4.b-c</li> <li>L.3.3.a</li> </ul> Secondary Standards <ul> <li>RL.3.5</li> <li>RL.3.9</li> <li>RL.3.10</li> <li>RI.3.2</li> <li>RI.3.9</li> <li>RI.3.10</li> <li>RF.3.3.a, d</li> <li>RF.3.4.a</li> <li>SL.3.1.1-d</li> <li>SL.3.2</li> <li>SL.3.3</li> <li>SL.3.4</li> </ul>	<ul> <li>Ask and answer questions</li> <li>Make relevant connections to demonstrate understanding, referring explicitly to the text</li> <li>Recount stories, including fables, folktales, and myths</li> <li>Determine the central message/theme and explain how it is revealed through key details</li> <li>Describe the characters and how their actions contribute to the plot</li> <li>Determine word meanings, distinguishing literal from nonliteral</li> <li>Distinguish their own point of view from the narrator or characters</li> <li>Explain how aspects of illustrations contribute to what is conveyed by the words</li> <li>Describe the relationship between historical events, scientific ideas, or steps in a</li> </ul>	<ul> <li>Study realistic fiction</li> <li>Solve words using a variety of strategies</li> <li>Understand character traits</li> <li>Write about fiction books in a reader's notebook</li> <li>Think about character change</li> <li>Study illustrations in fiction books</li> <li>Study biography</li> <li>Write about nonfiction books in a reader's notebook</li> <li>Study authors and illustrators</li> <li>Analyze the writer's craft</li> <li>Maintain fluency while reading</li> <li>Use text features to gain information</li> <li>Notice how authors choose to organize nonfiction</li> <li>Learn information from illustrations/graphics</li> </ul> Interactive Read Aloud: <ul> <li>Synthesize new information and ideas and revise thinking in response to it</li> <li>Follow a text with a complex plot and multiple problems (longer stories)</li> </ul>

<ul> <li>SL.3.5</li> <li>SL.3.6</li> <li>L.3.1.a-i</li> <li>L.3.2.a-g</li> <li>L.3.3.b</li> <li>L.3.4.a-d</li> <li>L.3.5.a-c</li> <li>L.3.6</li> <li>W.3.1</li> <li>W.3.4</li> <li>W.3.5</li> <li>W.3.6</li> <li>W.3.8</li> <li>W.3.10</li> </ul>	<ul> <li>procedure using language pertaining to time, sequence, and cause/effect</li> <li>Determine the meaning of grade 3 general academic and domain-specific words</li> <li>Use text features and search tools to locate information</li> <li>Distinguish their own point of view from the author's</li> <li>Use information gained from text features and the words from a text to demonstrate understanding</li> <li>Describe the connection between sentences and paragraphs in a text (e.g.compare, cause/effect, sequence) to support points an author makes</li> <li>Decode words with Latin suffixes</li> <li>Decode multisyllabic words</li> <li>Read grade level prose and poetry orally with accuracy, appropriate rate, and expression</li> <li>Notice and sex and the suffixes</li> <li>Decode multisyllabic words</li> <li>Read grade level prose and poetry orally with accuracy, appropriate rate, and expression</li> <li>Notice and sex and subot fight a variety of information and ideas</li> <li>Recognize that a variety of informational texts may be about a wide range of diverse places, languages, and cultures</li> </ul>
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	<ul> <li>Use context to confirm or self-correct</li> <li>Choose words and phrases for effect</li> </ul>	<ul> <li>Notice language that conveys an emotional atmosphere (mood) in a text, affecting how the reader feels</li> <li>Gain new understandings from searching for and using information found in text body, sidebars, and graphics</li> <li>Guided Reading:         <ul> <li>Sustain searching over some books that are divided into chapters and may have as many as 2,000 words (O)</li> <li>Self-correct covertly prior to or after error (O)</li> <li>Demonstrate flexibility in using different strategies for solving words (O)</li> <li>Read orally with appropriate phrasing, pausing, intonation, word stress, and rate (O)</li> <li>Summarize important parts of a text (i.e., chapters or sections) (O)</li> <li>Make predictions based on previous reading experiences or using the logical organization or structure of the text (O)</li> </ul> </li> </ul>
		<ul> <li>structure of the text (O)</li> <li>Identify interesting, new, or surprising information in a</li> </ul>

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		text (O)
		Use illustrations to infer
		characters' feelings (O)
		Recognize a writer's use of
		temporal sequence, problem
		and solution, and compare and contrast (O)
		Writing About Reading:
		<ul> <li>Make notes about the need</li> </ul>
		to clarify information
		(questions, confusions)
		<ul> <li>Select and include</li> </ul>
		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
		<ul> <li>Notice and write about</li> </ul>
		character change and infer
		reasons related to events of
		the plot
		<ul> <li>Infer and write about moral</li> </ul>
		lessons
		Borrow the style or some
		words or expressions from a
		writer in writing about a text
		<ul> <li>Notice and write about twose of perfection touts</li> </ul>
		<ul><li>types of nonfiction texts</li><li>Notice and write about the</li></ul>
		<ul> <li>Notice and write about the organization of a nonfiction</li> </ul>
		text, distinguishing between
		text, distiliguisining between

				<ul> <li>expository and narrative structure</li> <li>Infer and write about moral lessons</li> </ul>
Unit 3	Trimester 3 60 days April - June	Primary Standards	<ul> <li>Students will be able to: <ul> <li>Ask and answer questions</li> <li>Make relevant connections to demonstrate understanding, referring explicitly to the text</li> <li>Recount stories, including fables, folktales, and myths</li> <li>Determine the central message/theme and explain how it is revealed through key details</li> <li>Describe the characters and how their actions contribute to the plot</li> <li>Determine word meanings, distinguishing literal from nonliteral</li> <li>Refer to parts of stories, dramas, and poems when writing or speaking about a text; describe how each successive part builds on earlier sections</li> </ul> </li> </ul>	<ul> <li>Reading Mini Lesson: <ul> <li>Think about the author's message</li> <li>Think about the author's purpose</li> <li>Summarize</li> <li>Write about fiction books in a reader's notebook</li> <li>Write about nonfiction books in a reader's notebook</li> <li>Study fables</li> <li>Study fables</li> <li>Study folktales</li> <li>Notice text resources</li> <li>Understand fantasy</li> <li>Study poetry</li> <li>Analyze the writer's craft</li> <li>Understand fiction and nonfiction genres</li> <li>Study authors and illustrators</li> </ul> </li> <li>Interactive Read Aloud: <ul> <li>Synthesize new information and ideas and revise thinking in response to it</li> <li>Follow a text with a complex plot and multiple problems (longer stories)</li> </ul> </li> </ul>

<ul> <li>SL.3.3</li> <li>SL.3.4</li> <li>SL.3.5</li> <li>SL.3.6</li> <li>L.3.1.a-i</li> <li>L.3.2.a-g</li> <li>L.3.3.a-b</li> <li>L.3.4.a-c</li> <li>L.3.5.a-c</li> <li>L.3.6</li> <li>W.3.1</li> <li>W.3.4</li> <li>W.3.5</li> <li>W.3.6</li> <li>W.3.8</li> <li>W.3.10</li> </ul>	<ul> <li>Distinguish their own point of view from the narrator or characters</li> <li>Explain how aspects of illustrations contribute to what is conveyed by the words</li> <li>Compare, contrast, and reflect on the central message/theme, settings, and plots of stories written by the same author about the same characters</li> <li>Determine the main idea of a text</li> <li>Recount key details and how they support the main idea</li> <li>Distinguish their own point of view from the author's</li> <li>Describe the connection between sentences and paragraphs in a text (e.g.compare, cause/effect, sequence) to support points an author makes</li> <li>Compare, contrast, and reflect on important points</li> <li>Compare, contrast, and reflect on important points</li> <li>Distinguish their own point of view from the author's</li> <li>Describe the connection between sentences and paragraphs in a text (e.g.compare, cause/effect, sequence) to support points an author makes</li> <li>Compare, contrast, and reflect on important points</li> </ul>
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	<ul> <li>and key details presented in two texts on the same topic</li> <li>Determine the main ideas and supporting details of a text read aloud</li> <li>Add visual displays to emphasize certain facts or details</li> <li>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify word meaning</li> </ul>	<ul> <li>Notice language that conveys an emotional atmosphere (mood) in a text, affecting how the reader feels</li> <li>Gain new understandings from searching for and using information found in text body, sidebars, and graphics</li> <li>Understand the connotative meanings of words that contribute to the mood of the text (P)</li> <li>Adjust oral reading to show awareness of sentence variety (P)</li> <li>Infer complex relationships between and among characters by noticing evidence in their responses to each other (P)</li> <li>Assess how graphics add to the quality of the text or provide additional information (P)</li> <li>Writing About Reading:</li> <li>Make notes about the need to clarify information (questions, confusions)</li> </ul>
		to clarify information

	<ul> <li>summary of the text</li> <li>Express opinions in writing about the characters in a story and support with evidence</li> <li>Notice and write about character change and infer reasons related to events of the plot</li> <li>Infer and write about moral lessons</li> <li>Borrow the style or some words or expressions from a writer in writing about a text</li> <li>Notice and write about types of nonfiction texts</li> <li>Notice and write about the organization of a nonfiction text, distinguishing between expository and narrative structure</li> <li>Infer and write about moral</li> </ul>
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	Instructional Unit Map					
Course Title: 3rd Grade Reading						
	Unit 1		Start Date:	September - December		
Unit Title			Length of Unit:	60 days - Trimester 1		
<b>Content Standards</b> What do we want them to know, understand, & do?	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	<ul> <li>understanding, refer</li> <li>Describe the charact contribute to the plot</li> </ul>	ections to demonstrate rring explicitly to the text ters and how their actions		

for the answers.	Distinguish their own point of view from the narrator or
RL.3.3 Describe the	characters
characters in a story	Compare, contrast, and reflect on the central
(e.g., their traits,	message/theme, settings, and plots of stories written by
motivations, or	the same author about the same characters
feelings) and explain	Determine the main idea of a text
how their actions	Recount key details and how they support the main idea
contribute to the plot.	Determine the meaning of grade 3 general academic
RL.3.4 Determine the	and domain-specific words
meaning of words and	<ul> <li>Distinguish their own point of view from the author's</li> </ul>
phrases as they are	Compare, contrast, and reflect on important points and
used in a text,	key details presented in two texts on the same topic
distinguishing literal	<ul> <li>Read grade-level text with purpose and understanding</li> </ul>
from nonliteral	Use context to confirm or self-correct
language.	Engage in collaborative discussions on grade 3 topics
RL.3.6 Distinguish their	and texts ^O+*
own point of view	Ask and answer questions about information from a
from that of the	speaker
narrator or those of	Report on a topic or text, tell a story, or recount an
the characters.	experience with facts and details
RL.3.9 Compare,	Speak in complete sentences
contrast and reflect on	Use sentence-level context as a clue to the meaning of a
(e.g. practical	word or phrase
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).         R1.3.1 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.         R1.3.2 Determine the         main idea of a text;         recount the key details         and explain how they         support the main idea.         R1.3.4 Determine the         maaing of general         academic and         domain-specific words         and phrases in a text         relevant to a grade 3         topic or subject area.         R1.3.6 Distinguish their			
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RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.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.RI.3.6 Distinguish their	to the text as the basis		
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and phrases in a text relevant to a grade 3 topic or subject area.RI.3.6 Distinguish their	academic and		
relevant to a grade 3 topic or subject area. <b>RI.3.6</b> Distinguish their	domain-specific words		
relevant to a grade 3 topic or subject area. <b>RI.3.6</b> Distinguish their			
topic or subject area. <b>RI.3.6</b> Distinguish their			
RI.3.6 Distinguish their			
own point of view	own point of view		

	from that of the author		
	of a text.		
	RI.3.9 Compare,		
	contrast and reflect on		
	(e.g. practical		
	knowledge,		
	historical/cultural		
	context, and		
	background		
	knowledge) the most		
i	important points and		
	key details presented		
	in two texts on the		
	same topic.		
	<b>RF.3.4.a</b> Read		
1	grade-level text with		
	purpose and		
	understanding.		
	RF.3.4.c Use context to		
	confirm or self-correct		
	word recognition and		
	understanding,		
1	rereading as necessary.		
2	SL.3.1.a Explicitly draw		
	on previously read text		
	or material and other		
i	information known		
i	about the topic to		
	explore ideas under		

	iscussion.		
SI SI	L <b>.3.1.b</b> Follow		
aĘ	greed-upon norms for		
di	iscussions (e.g.,		
ga	aining the floor in		
re	espectful ways,		
lis	stening to others with		
са	are, speaking one at a		
ti	me about the topics		
ar	nd texts under		
di	iscussion).		
SL	L.3.1.c Ask questions		
to	o check		
u	nderstanding of		
in	formation presented,		
st	ay on topic, and link		
th	neir comments to the		
re	emarks of others.		
SL	L.3.1.d Explain their		
01	wn ideas and		
ur	nderstanding in light		
of	f the discussion.		
SL	L.3.3 Ask and answer		
qu	uestions about		
in	formation from a		
sp	beaker, offering		
ar	ppropriate		
el	laboration and detail.		
SL	L.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.		
SL.3.6 Speak in		
complete sentences		
when appropriate to		
task and situation in		
order to provide		
requested detail or		
clarification.		
<b>L.3.4.a</b> Use		
sentence-level context		
as a clue to the		
meaning of a word or		
phrase.		
Secondary Standards		
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		

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). <b>R1.3.8</b> 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. <b>R1.3.10</b> By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with			
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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). <b>RI.38</b> 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. <b>RI.3.10</b> By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with	gained from text		
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specific points the author makes in a text. <b>RI.3.10</b> By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with	first/second/third in a		
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the year, read and         comprehend literary         nonfiction at grade         level text-complexity         or above, with	author makes in a text.		
comprehend literary nonfiction at grade level text-complexity or above, with	RI.3.10 By the end of		
nonfiction at grade         level text-complexity         or above, with	the year, read and		
nonfiction at grade         level text-complexity         or above, with	comprehend literary		
level text-complexity or above, with			
scaffolding as needed	or above, with		
scanouing as needed.	scaffolding as needed.		

RF.3.3.a-d Know and		
apply grade-level		
phonics and word		
analysis skills in		
decoding and encoding		
words.		
<b>RF.3.4.b</b> Read		
grade-level prose and		
poetry orally with		
accuracy, appropriate		
rate, and expression.		
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.		
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.		

	1	
L.3.1.a-i Demonstrate		
command of the		
conventions of		
standard English		
grammar and usage		
when writing or		
speaking.		
L.3.2.a-g Demonstrate		
command of the		
conventions of		
standard English		
capitalization,		
punctuation, and		
spelling when writing.		
<b>L.3.3.a-b</b> Use		
knowledge of language		
and its conventions		
when writing,		
speaking, reading, or		
listening.		
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.		
- <b>-</b>		

	L.3.5.a-c Demonstrate		
	understanding of		
f f	figurative language,		
\	word relationships and		
r r	nuances in word		
r r	meanings.		
	L.3.6 Acquire and use		
ā	accurately		
٤	grade-appropriate		
(	conversational, general		
a	academic, and		
(	domain-specific words		
ā	and phrases, including		
t	those that signal		
s	spatial and temporal		
r	relationships (e.g.,		
4	After dinner that night		
\ \	we went looking for		
t	them).		
1	W.3.1 Write opinion		
1	pieces on topics or		
	texts, supporting a		
4	point of view with		
r	reasons.		
	W.3.4 With guidance		
	and support from		
ā	adults, produce writing		
i	in which the		
	development and		

organization are         appropriate to task         and purpose.         W.3.5 With guidance         and support from	
and purpose. W.3.5 With guidance	
W.3.5 With guidance	
and support from	
peers and adults,	
develop and	
strengthen writing as	
needed by planning,	
revising, and editing.	
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.	
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.	
W.3.10 Write routinely	
over extended time	

	frames (time for research, reflection, metacognition/self-cor rection 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> <li>How can we engage in classroom literacy work?</li> <li>How can we share our thinking about books?</li> <li>What do good readers do?</li> <li>How do authors and illustrators tell a story?</li> <li>How does understanding genre help comprehension?</li> <li>What influences a character?</li> <li>How do the characters, setting, problem, and solution fit together to make a story?</li> <li>How can I determine different points of view?</li> <li>Why is it important to compare/contrast stories?</li> <li>How can I find the main idea of a text?</li> </ul>			
Assessments How will we know they have gained the knowledge & skills?	Formative <ul> <li>Checklists</li> <li>Exit Tickets</li> <li>Reader's Notebook/ Post-it Notes</li> </ul>	A: • Ri • Ri	Summative ountas & Pinnell Benchmark ssessment eading Records eader's Notebook old reads	<ul> <li>Alternative</li> <li>Dual modalities (visual and written)</li> <li>Create a presentation (multimedia, poster, etc.)</li> </ul>

	<ul> <li>Student Self- Assessment/Reflection</li> <li>Common Summative Assessment</li> <li>Group presentation</li> <li>Book Reports</li> <li>Book Reports</li> <li>Book Reports</li> </ul>	
Unit Pre-Assessment(s) What do they already know?	<ul> <li>Fountas &amp; Pinnell Benchmark Assessment (Guided Reading Level)</li> <li>NWEA MAP</li> <li>Starting Position (background knowledge)</li> </ul>	
Instructional Strategies/Student Activities	<ul> <li>Responsive Teaching</li> <li>Teacher Clarity (goals, expectations, criteria, assessment, etc.)</li> <li>Scaffolding</li> <li>Mini Lessons/Anchor Charts</li> <li>Direct Instruction</li> </ul>	

	<ul> <li>Modeling</li> <li>Guided Practice</li> <li>Active Participat</li> <li>Independent Pr</li> <li>Reader's Noteboo</li> <li>Conferring</li> <li>Provide detailed</li> <li>Cooperative Lead</li> <li>Book Club/Literat</li> <li>Graphic Organiz</li> <li>Technology Inte</li> <li>Learning Center</li> <li>Academic Game</li> <li>Problem Solving</li> </ul>	tion actice/Independent Readin poks I and specific feedback Irning ature Discussion ers gration s es truction (skills, strategies, g	_	
Instructional/Assessment Scaffolds (Modifications /Accommodations) – planned	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
for prior to instruction	Instructional <ul> <li>Pre-teach</li> <li>vocabulary</li> <li>Provide</li> <li>definitions of</li> <li>key terms in</li> <li>native</li> <li>language if</li> <li>available</li> </ul>	Instructional Small group/ individual support Consistent Lesson structure Graphic Organizers	<ul> <li>Instructional</li> <li>Small group instruction</li> <li>Consistent Lesson structure</li> <li>Graphic Organizers</li> <li>Additional time</li> <li>Reword/ Clarify directions</li> </ul>	Instructional Leveled texts Choice Boards Independent study/ Sidebar studies Peer leader/helper

	C	Characteria		
•	Small group •	Shorten	Visual and verbal	Literature
	instruction	Assignments	examples, cues and	Circles
•	Consistent •	Additional	directions	Assessments
	Lesson	time	Leveled text	Tiered
	Structure •	Reword/	<ul> <li>Monitor on-task</li> </ul>	assessments
•	Graphic	Clarify	behavior	Choice of test
	Organizers	directions	<ul> <li>Frequently check for</li> </ul>	format
•	Shorten •	Verbal and	understanding	
	Assignments	Visual	Assessments	
•	Additional	examples,	Vary test format	
	Time	cues,	Highlight/ underline	
•	Simplify	directions	key words	
	language for	Classroom	Chunk sections	
	tasks/	buddy	Additional Time	
	directions	Leveled text	Reword / clarify test	
•	Verbal and	Allow oral	directions	
	Visual	responses		
	examples/	Sentence		
	directions	Frames		
	Classroom	Provide		
	buddy	examples,		
	Leveled text	notes or study		
	Allow oral	guide		
•	responses •	Monitor		
		on-task		
•	Sentence	behavior		
	Frames			
•	Oral •	Frequently		
	Prompts/	check for		
	Cues	understanding		

No per	
for spe	
errors	
Assessments	No penalty for
Multip	ole spelling errors
choice	format Assessments
• Use na	• Varied test
langua	ige for format / level
directi	ons if of complexity
availat	ble • Provide/ allow
Rewor	d / use of study
clarify	test guide
directi	ons • Reword /
Read t	est clarify test
aloud	directions
Highlig	
	line key aloud (if
words	
Additio	
Time	underline key
Accept	
answe	
	Time
	Accept short
	answers
	Allow retakes
	Modified
	grading

Differentiated Instructional	Access (Resources and/or Process)	Expression (Products and/or Performance)	
Methods: (Multiple means for students to access content and multiple modes for student to express understanding)	<ul> <li>Independent Reading book choice</li> <li>Leveled Texts</li> <li>Learning Structures</li> <li>Group and Individual routines</li> <li>Students working at their own pace during independent reading</li> <li>Presenting materials in a variety of ways</li> <li>Flexible Small Group instruction (guided reading, skills, strategies)</li> <li>Learning centers</li> <li>Conferencing</li> <li>Interactive Promethean Board Activities</li> <li>General/Specific/Individual Help Options</li> <li>Manipulatives</li> <li>Reference Materials (anchor charts, rubrics, checklists)</li> <li>Peer assistance</li> <li>Choice/Options</li> <li>Learning Menus</li> <li>Chromebook/Technology</li> </ul>	<ul> <li>Reader's Notebook</li> <li>Reading Response Post-it Notes</li> <li>Response Choice Menu</li> <li>Tiered assignments (based on individual student readiness)</li> <li>Rubrics</li> <li>Success Criteria Checklist</li> <li>Assessment Retakes</li> </ul>	
<b>Vocabulary</b> Highlight key vocabulary (both Tier II and Tier III words)	<b>Tier II:</b> question, answer, connection, literal, nonliteral, compare, contrast, details, context, self-correct, facts, sentence, author, illustrator, feelings, motivation, intentions, topic, synthesize, infer, mood		
	Tier III: character, plot, narrator, central message, theme, setting, main idea, genre, fiction, nonfiction		

Integration of Technology SAMR	<ul> <li>S - Reader's response or worksheet in Google Slides or Docs; EPIC or other website for reading texts; Use</li> <li>Google Classroom to access assignments; Utilize Interactive whiteboard activities (videos, lessons, games, etc.)</li> <li>A - Google Forms assessments with automatic grading and feedback; Teacher will use comment feature in</li> </ul>		
	Google Docs or Seesaw for feedback; Students use various tools or add-ons to improve work; Gamification programs (Kahoot, Quizziz, etc.)		
	<ul> <li>M - Students collaborate in Slides or Docs; Students comment and interact with each other in Google Classroom</li> <li>R - Students create a multimedia project; Students create an Imovie giving a book talk or review; Students</li> <li>publish their work online</li> </ul>		
Interdisciplinary Connections	Science (2020)		
NJ Student Learning Standards	• 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.		
	Social Studies (2020)		
	<ul> <li>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.</li> </ul>		
	• 6.1.5. Civics HR.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.		
	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.		

	<ul> <li>6.1.5.GeoGI.1: Use multiple sources to evaluate the imindividuals, communities, and regions.</li> <li>6.1.5.EconNM.4: Explain how creativity and innovation many cultures during different historical periods.</li> <li>6.1.5.HistoryUP.7: Describe why it is important to undinterconnected world. ^*</li> </ul>			
	<ul> <li>Computer Science and Design Thinking (2020)</li> <li>8.1.5.CS.1: Model how computing devices connect to other components to form a system.</li> </ul>			
	<ul> <li>Career Readiness, Life Literacies, and Key Skills (2020)</li> <li>9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors</li> <li>9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one? thinking about a topic of curiosity</li> <li>9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community, and global</li> <li>9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology</li> <li>9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view</li> <li>9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultur to answer questions</li> </ul>			
21 <sup>st</sup> Century Themes/Skills P21 Framework	<ul> <li>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</li> </ul>	Skills <ul> <li>Flexibility and Adaptability</li> <li>Initiative and Self-direction</li> <li>Social and Cross-cultural skills</li> <li>Productivity and Accountability</li> <li>Leadership and Responsibility</li> </ul>		

	<ul> <li>stories); Understanding other nations and cultures, including the use of non-English languages. ^O+*</li> <li>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.)</li> <li>Creativity and Innovation</li> <li>Creativity and Innovation</li> <li>Critical Thinking and Problem Solving</li> <li>Communication and Collaboration</li> <li>Information, Communication, Technology Literacy</li> </ul>
Resources/Materials	<ul> <li>3rd Grade Crosswalk Document</li> <li>Fountas &amp; Pinnell Literacy Continuum</li> <li>Guided Reading: Responsive Teaching Across Grades</li> <li>Fountas &amp; Pinnell Online Resources</li> <li>Interactive Read Aloud Texts/lesson cards (FPC) ^O+*</li> <li>Reading Mini Lesson book (FPC)</li> <li>Guided Reading Leveled Texts/lesson cards (FPC) ^O+*</li> <li>Other leveled texts (Scholastic, EPIC, etc.) ^O+*</li> <li>Reader's Notebook</li> <li>Classroom Library ^O+*</li> </ul>

	Instructional Unit Map						
Course Title: 3rd Grade Reading							
Unit Title	Unit 2		Start Date: Length of L		January - March 60 days - Trimester 2		
Content Standards What do we want them to know, understand, & do?	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	Learning Goals	<ul> <li>understandin</li> <li>Recount stori</li> <li>Determine the it is revealed</li> <li>Describe the contribute to</li> <li>Determine we nonliteral</li> <li>Distinguish the characters</li> <li>Explain how a conveyed by for the scientific idea pertaining to</li> <li>Determine the and domain-set</li> </ul>	ver que at conn g, refe es, inc e cent throug charac the pl ord me neir ow aspects the wc relatio as, or s time, s e mea specific	ections to demonstrate erring explicitly to the text cluding fables, folktales, and myths ral message/theme and explain how gh key details eters and how their actions ot eanings, distinguishing literal from on point of view from the narrator or s of illustrations contribute to what is ords onship between historical events, teps in a procedure using language sequence, and cause/effect ning of grade 3 general academic		

how their actions contribute to the plot <b>RL.3.4</b> Determine the meaning of words an phrases as they are used in a text, distinguishing literal from nonliteral language. <b>RL.3.6</b> Distinguish the own point of view from that of the narrator or those of the characters. <b>RL.3.7</b> Explain how specific aspects of a text's illustrations contribute to what is conveyed by the worn in a story (e.g., create mood, emphasize aspects of a characte or setting). <b>RI.3.1</b> Ask and answe questions, and make relevant connections to demonstrate understanding of a text, referring explicit to the text as the bas for the answers. <b>RI.3.3</b> Describe the relationship between	ir Is Is	<ul> <li>Distinguish their own point of view from the author's</li> <li>Use information gained from text features and the words from a text to demonstrate understanding</li> <li>Describe the connection between sentences and paragraphs in a text (e.g.compare, cause/effect, sequence) to support points an author makes</li> <li>Decode words with Latin suffixes</li> <li>Decode multisyllabic words</li> <li>Read grade level prose and poetry orally with accuracy, appropriate rate, and expression</li> <li>Use context to confirm or self-correct</li> <li>Choose words and phrases for effect</li> </ul>
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series of histor	cal	
events, scienti		
or concepts, o		
technical proc	dures in	
a text, using la		
that pertains t	time,	
sequence, and		
cause/effect.		
RI.3.4 Determi		
meaning of ge	ieral	
academic and		
domain-specif		
and phrases in		
relevant to a g		
topic or subject		
RI.3.5 Use text		
features and s		
tools (e.g., key		
sidebars, hype		
locate informa		
relevant to a g		
topic efficientl		
RI.3.6 Distingu		
own point of v		
from that of th	e author	
of a text.		
RI.3.7 Use info		
gained from te	<t th=""  <=""><td></td></t>	
features (e.g.,		
illustrations, m		
photographs) a		
words in a text	to	
demonstrate		

·			
	understanding of the		
	text (e.g., where,		
	when, why, and how		
	key events occur).		
	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.		
	RF.3.3.b Decode words		
	with common Latin		
	suffixes.		
	RF.3.3.c Decode		
	multisyllable words.		
	<b>RF.3.4.b</b> Read		
	grade-level prose and		
	poetry orally with		
	accuracy, appropriate		
	rate, and expression.		
	RF.3.4.c Use context to		
	confirm or self-correct		
	word recognition and		
	understanding,		
	rereading as necessary.		
	L.3.3.a Choose words		
	and phrases for effect.		

 Conservations Channels with	
Secondary Standards	
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.	
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).	
RL.3.10 By the end of	
the year, read and	

comprehe	end literature,	
including	stories,	
dramas, a	nd poems at	
grade leve		
text-comp	lexity or	
above, wi	th scaffolding	
as needed	I	
RI.3.2 Det	ermine the	
main idea	of a text;	
recount th	ne key details	
and expla	in how they	
support ti	ne main idea.	
<b>RI.3.9</b> Cor	npare,	
contrast a	nd reflect on	
(e.g. pract	ical	
knowledg	e,	
historical	'cultural	
context, a	nd	
backgrou	nd	
knowledg	e) the most	
important	points and	
key detail	s presented	
in two tex	ts on the	
same topi	с.	
RI.3.10 By	the end of	
the year, i	ead and	
comprehe	end literary	
nonfictior	at grade	
level text-	complexity	

scaffolding as needed. <b>RF.3.3.a, d</b> Know and apply grade-level phonics and word analysis skills in decoding and encoding words. <b>RF.3.4.a</b> Read grade-level text with purpose and understanding. <b>SI.3.1.a-d</b> 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			
RF.3.3. a, d Know and         apply grade-level         phonics and word         analysis skills in         decoding and encoding         words.         RF.3.4.a Read         grade-level text with         purpose and         understanding.         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	or above, with		
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purpose and understanding. 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	<b>RF.3.4.a</b> Read		
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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	effectively in a range of		
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diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own	groups, and		
grade 3 topics and texts, building on others' ideas and expressing their own	teacher-led) with		
texts, building on others' ideas and expressing their own	diverse partners on		
others' ideas and expressing their own	grade 3 topics and		
expressing their own	texts, building on		
	others' ideas and		
	expressing their own		
clearly.	clearly.		
SL.3.2 Determine the	SL.3.2 Determine the		
main ideas and	main ideas and		
supporting details of a	supporting details of a		
text read aloud or	text read aloud or		

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information presented		
in diverse media and		
formats, including		
visually, quantitatively,		
and orally.		
SL.3.3 Ask and answer		
questions about		
information from a		
speaker, offering		
appropriate		
elaboration and detail.		
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.		
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.		

task and situation in		
order to provide		
requested detail or		
clarification.		
L.3.1.a-i Demonstrate		
command of the		
conventions of		
standard English		
grammar and usage		
when writing or		
speaking.		
L.3.2.a-g Demonstrate		
command of the		
conventions of		
standard English		
capitalization,		
punctuation, and		
spelling when writing.		
L.3.3.b Recognize and		
observe differences		
between the		
conventions of spoken		
and written standard		
English		
L.3.4.a-d Determine or		
clarify the meaning of		
	requested detail or clarification. L.3.1.a-i Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.3.2.a-g Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.3.3.b Recognize and observe differences between the conventions of spoken and written standard English L.3.4.a-d Determine or	complete sentenceswhen appropriate totask and situation inorder to providerequested detail orclarification.L.3.1.a-i Demonstratecommand of theconventions ofstandard Englishgrammar and usagewhen writing orspeaking.L.3.2.a-g Demonstratecommand of theconventions ofstandard Englishgrammar and usagewhen writing orspeaking.L.3.2.a-g Demonstrateconventions ofstandard Englishcapitalization,punctuation, andspelling when writing.L.3.3.b Recognize andobserve differencesbetween theconventions of spokenand written standardEnglishL.3.4.a-d Determine or

unk	known and		
mul	Itiple-meaning		
wor	rds and phrases		
bas	sed on grade 3		
read	ding and content,		
cho	oosing flexibly from		
a ra	ange of strategies.		
L.3.	.5.a-c Demonstrate		
und	derstanding of		
figu	urative language,		
wor	rd relationships and		
nua	ances in word		
mea	anings.		
L.3.	.6 Acquire and use		
асс	urately		
grad	de-appropriate		
con	nversational, general		
aca	demic, and		
don	main-specific words		
and	d phrases, including		
tho	ose that signal		
spa	itial and temporal		
rela	ationships (e.g.,		
Afte	er dinner that night		
we	went looking for		
the	em).		
W.3	<b>3.1</b> Write opinion		
pied	ces on topics or		
text	ts, supporting a		

point of view with		
reasons.		
W.3.4 With guidance		
and support from		
adults, produce writing		
in which the		
development and		
organization are		
appropriate to task		
and purpose.		
W.3.5 With guidance		
and support from		
peers and adults,		
develop and		
strengthen writing as		
needed by planning,		
revising, and editing.		
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.		
<b>W.3.8</b> Recall		
information from		
experiences or gather		
information from print		
'		

	and digital sources;
	take brief notes on
	sources and sort
	evidence into provided
	categories.
	W.3.10 Write routinely
	over extended time
	frames (time for
	research, reflection,
	metacognition/self-cor
	rection 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	How does understanding genre help comprehension?
	<ul> <li>How can I use evidence from the text to support my thinking?</li> </ul>
	What strategies can I use to solve unknown words?
	How can I identify internal and external character traits?
	<ul> <li>How can we share our thinking about books?</li> </ul>
	<ul> <li>How can the illustrations help me understand a text?</li> </ul>
	How does understanding genre help comprehension?
	How do authors and illustrators tell a story?
	<ul> <li>How do authors play with language?</li> </ul>
	How do I become a fluent reader?

	<ul> <li>How does the text structure help me understand the text?</li> <li>How do illustrations and graphics help understanding?</li> <li>How do good readers, writers, and speakers summarize effectively?</li> <li>How do we determine the theme of a story?</li> <li>How is information related in a story?</li> </ul>		
Assessments How will we know they have gained the knowledge & skills?	<ul> <li>Formative</li> <li>Checklists</li> <li>Exit Tickets</li> <li>Reader's Notebook/ Post-it Notes</li> <li>Student Self- Assessment/Reflection</li> <li>Respond to questions, orally or written</li> <li>Verbal or written summaries</li> <li>Student Observation</li> <li>Daily Independent Classwork</li> <li>Class Discussion</li> <li>Turn and Talk</li> <li>Hand signals to show understanding</li> <li>Whiteboards</li> <li>Graphic Organizers</li> <li>Student Conferencing</li> <li>Anecdotal records</li> </ul>	<ul> <li>Summative</li> <li>Fountas &amp; Pinnell Benchmark Assessment</li> <li>Reading Records</li> <li>Reader's Notebook</li> <li>Cold reads</li> <li>Common Summative Assessment</li> </ul>	<ul> <li>Alternative</li> <li>Dual modalities (visual and written)</li> <li>Create a presentation (multimedia, poster, etc.)</li> <li>Group presentation</li> <li>Book Reports</li> </ul>

Unit Pre-Assessment(s) What do they already know?	<ul> <li>Interactive Online Assessment (Kahoot, Quizizz)</li> <li>Fountas &amp; Pinnell Benchmark Assessment (Guided Reading Level)</li> <li>NWEA MAP</li> <li>Starting Position (background knowledge)</li> </ul>
Instructional Strategies/Student Activities	<ul> <li>Responsive Teaching</li> <li>Teacher Clarity (goals, expectations, criteria, assessment, etc.)</li> <li>Scaffolding</li> <li>Mini Lessons/Anchor Charts</li> <li>Direct Instruction</li> <li>Interactive Read Aloud/Mentor Texts</li> <li>Modeling</li> <li>Guided Practice</li> <li>Active Participation</li> <li>Independent Practice/Independent Reading</li> <li>Reader's Notebooks</li> <li>Conferring</li> <li>Provide detailed and specific feedback</li> <li>Cooperative Learning</li> <li>Book Club/Literature Discussion</li> <li>Graphic Organizers</li> <li>Technology Integration</li> <li>Learning Centers</li> <li>Academic Games</li> <li>Problem Solving</li> <li>Small Group Instruction (skills, strategies, guided reading)</li> <li>Flexible/Strategic grouping</li> </ul>

Instructional/Assessment Scaffolds (Modifications /Accommodations) – planned	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
for prior to instruction	Instructional Pre-teach vocabulary Provide definitions of key terms in native language if available Small group instruction Consistent Lesson Structure Graphic Organizers Shorten Assignments Additional Time Simplify language for tasks/ directions Verbal and Visual	Instructional Small group/ individual support Consistent Lesson structure Graphic Organizers Shorten Assignments Additional time Reword/ Clarify directions Verbal and Visual examples, cues, directions Classroom buddy Leveled text Allow oral responses	Instructional Small group instruction Consistent Lesson structure Graphic Organizers Additional time Reword/ Clarify directions Visual and verbal examples, cues and directions Leveled text Monitor on-task behavior Frequently check for understanding Assessments Vary test format Highlight/ underline key words Chunk sections Additional Time Reword / clarify test directions	Instructional • Leveled texts • Choice Boards • Independent study/ Sidebar studies • Peer leader/helper • Literature Circles Assessments • Tiered assessments • Choice of test format

	i	
examples/	<ul> <li>Sentence</li> </ul>	
directions	Frames	
<ul> <li>Classroom</li> </ul>	<ul> <li>Provide</li> </ul>	
buddy	examples,	
<ul> <li>Leveled text</li> </ul>	notes or study	
<ul> <li>Allow oral</li> </ul>	guide	
responses	<ul> <li>Monitor</li> </ul>	
Sentence	on-task	
Frames	behavior	
Oral	<ul> <li>Frequently</li> </ul>	
Prompts/	check for	
Cues	understanding	
<ul> <li>No penalty</li> </ul>	Read texts	
for spelling	aloud (if	
errors	appropriate)	
Assessments	<ul> <li>No penalty for</li> </ul>	
<ul> <li>Multiple</li> </ul>	spelling errors	
choice format	Assessments	
Use native	Varied test	
language for	format / level	
directions if	of complexity	
available	<ul> <li>Provide/ allow</li> </ul>	
Reword /	use of study	
clarify test	guide	
directions	Reword /	
<ul> <li>Read test</li> </ul>	clarify test	
aloud	directions	
aiuuu	uirections	

	<ul> <li>Highlight/ underline key words</li> <li>Additional Time</li> <li>Accept short answers</li> <li>Additional Time</li> <li>Accept short answers</li> <li>Additional Time</li> <li>Additional Time</li> <li>Additional Time</li> <li>Accept short answers</li> <li>Allow retakes</li> <li>Modified grading</li> </ul>	
Differentiated Instructional Methods: (Multiple means for students to access content and multiple modes for student to express understanding)	<ul> <li>Access (Resources and/or Process)</li> <li>Independent Reading book choice</li> <li>Leveled Texts</li> <li>Learning Structures</li> <li>Group and Individual routines</li> <li>Students working at their own pace during independent reading</li> <li>Presenting materials in a variety of ways</li> <li>Flexible Small Group instruction (guided reading, skills, strategies)</li> <li>Learning centers</li> <li>Conferencing</li> <li>Interactive Promethean Board Activities</li> <li>General/Specific/Individual Help Options</li> <li>Manipulatives</li> </ul>	<ul> <li>Expression (Products and/or Performance)</li> <li>Reader's Notebook</li> <li>Reading Response Post-it Notes</li> <li>Response Choice Menu</li> <li>Tiered assignments (based on individual student readiness)</li> <li>Rubrics</li> <li>Success Criteria Checklist</li> <li>Assessment Retakes</li> </ul>

	<ul> <li>Reference Materials (anchor charts, rubrics, checklists)</li> <li>Peer assistance</li> <li>Choice/<b>Options</b></li> <li>Learning Menus</li> <li>Chromebook/Technology</li> </ul>
<b>Vocabulary</b> Highlight key vocabulary (both Tier II and Tier III words)	<ul> <li>Tier II: question, answer, connections, literal, nonliteral, illustrations, sentence, paragraph, context, self-correct, traits, author, illustrator, synthesize, infer, structure, mood</li> <li>Tier III: fable, folktale, myth, central message, theme, characters, plot, narrator, text features, suffix, multisyllabic, prose, poetry, realistic fiction, fiction, biography, nonfiction, fluency</li> </ul>
Integration of Technology SAMR	<ul> <li>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.)</li> <li>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.)</li> <li>M - Students collaborate in Slides or Docs; Students comment and interact with each other in Google Classroom</li> <li>R - Students create a multimedia project; Students create an Imovie giving a book talk or review; Students publish their work online</li> </ul>
Interdisciplinary Connections NJ Student Learning Standards	<ul> <li>Science (2020)</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>Social Studies (2020)</li> </ul>

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ources have impacted
d States.
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ment and inventions in
her cultures in an
ystem.
terests, and other
ectives to expand one's
f problems such as
nology
d points of view

	• 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions			
21 <sup>st</sup> Century Themes/Skills P21 Framework	<ul> <li>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+*</li> <li>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,</li> </ul>	<ul> <li>Skils</li> <li>Flexibility and Adaptability</li> <li>Initiative and Self-direction</li> <li>Social and Cross-cultural skills</li> <li>Productivity and Accountability</li> <li>Leadership and Responsibility</li> <li>Creativity and Innovation</li> <li>Critical Thinking and Problem Solving</li> <li>Communication and Collaboration</li> <li>Information, Communication, Technology Literacy</li> </ul>		
Resources/Materials	etc.)	rades		

<ul> <li>Interactive Read Aloud Texts/lesson cards (FPC) ^O+*</li> <li>Reading Mini Lesson book (FPC)</li> </ul>
<ul> <li>Guided Reading Leveled Texts/lesson cards (FPC) ^O+*</li> </ul>
<ul> <li>Other leveled texts (Scholastic, EPIC, etc.) ^O+*</li> <li>Reader's Notebook</li> </ul>
Classroom Library ^O+*

Instructional Unit Map						
Course Title: 3rd Grade Reading	Course Title: 3rd Grade Reading					
	Unit 3		Start Date:	April - June		
Unit Title			Length of Unit	60 days - Trimester 3		
<b>Content Standards</b> What do we want them to know, understand, & do?	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	understanding, r • Recount stories,	questions onnections to demonstrate referring explicitly to the text including fables, folktales, and myths entral message/theme and explain how		

<ul> <li>for the answers.</li> <li>RL3.2 Recount stories, including fables, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is characters in a story details in the text.</li> <li>RL3.3 Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</li> <li>RL3.4 Determine the main idea of a text compare, contrast, and reflect on the central message/theme, settings, and plots of stories, dramas, and poems when writing or speaking about a text; describe how each successive part builds on earlier sections</li> <li>Distinguish their own point of view from the narrator or characters</li> <li>Explain how aspects of illustrations contribute to what is conveyed by the words</li> <li>Compare, contrast, and reflect on the central message/theme, settings, and plots of stories written by the same author about the same characters</li> <li>Determine the main idea of a text</li> <li>Recount key details presented in two texts on the same topic</li> <li>Determine the main ideas and supporting details of a text read aloud</li> <li>Add visual displays to emphasize certain facts or details</li> <li>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify word meaning</li> </ul>	•	· · · · · · · · · · · · · · · · · · ·
	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 how their actions contribute to the plot.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.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	<ul> <li>contribute to the plot</li> <li>Determine word meanings, distinguishing literal from nonliteral</li> <li>Refer to parts of stories, dramas, and poems when writing or speaking about a text; describe how each successive part builds on earlier sections</li> <li>Distinguish their own point of view from the narrator or characters</li> <li>Explain how aspects of illustrations contribute to what is conveyed by the words</li> <li>Compare, contrast, and reflect on the central message/theme, settings, and plots of stories written by the same author about the same characters</li> <li>Determine the main idea of a text</li> <li>Recount key details and how they support the main idea</li> <li>Distinguish their own point of view from the author's</li> <li>Describe the connection between sentences and paragraphs in a text (e.g.compare, cause/effect, sequence) to support points an author makes</li> <li>Compare, contrast, and reflect on important points and key details presented in two texts on the same topic</li> <li>Determine the main ideas and supporting details of a text read aloud</li> <li>Add visual displays to emphasize certain facts or details</li> <li>Use glossaries or beginning dictionaries, both print and</li> </ul>

builds on earlier		
sections.		
RL.3.6 Distinguish th	eir	
own point of view fr	om	
that of the narrator	or 🛛	
those of the character	ers.	
RL.3.7 Explain how		
specific aspects of a		
text's illustrations		
contribute to what is		
conveyed by the wor	ds	
in a story (e.g., creat	e	
mood, emphasize		
aspects of a characte	er 🛛	
or setting).		
RL.3.9 Compare,		
contrast and reflect	on	
(e.g. practical		
knowledge,		
historical/cultural		
context, and		
background		
knowledge) the cent	ral	
message/theme,		
lesson, and/ or mora		
settings, and plots or		
stories written by th		
same author about t	he	
same or similar		
characters (e.g., in		
books from a series)		
RI.3.1 Ask and answe		
questions, and make		

relevar	nt connections to	
demon	strate	
unders	tanding of a	
text, re	ferring explicitly	
to the <sup>-</sup>	text as the basis	
for the	answers.	
RI.3.2	Determine the	
main io	lea of a text;	
recoun	t the key details	
and ex	plain how they	
suppor	t the main idea.	
RI.3.6	Distinguish their	
own po	pint of view from	
that of	the author of a	
text.		
	Describe the	
logical	connection	
	en particular	
senten	ces and	
paragra	aphs in a text	
	omparison,	
cause/		
	cond/third in a	
	nce) to support	
	c points the	
	makes in a text.	
	Compare,	
	st and reflect on	
(e.g. pr		
knowle		
	cal/cultural	
contex		
backgr	ound	

I		
knowledge) the most		
important points and		
key details presented in		
two texts on the same		
topic.		
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.		
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.		
key words and prirases.		
Secondary Standards		
RL.3.10 By the end of		
the year, read and		
comprehend literature,		
including stories,		
dramas, and poems at		
grade level		
text-complexity or		

above, with scaffolding		
as needed.		
RI.3.4 Determine the		
meaning of general		
academic and		
domain-specific words		
and phrases in a text		
relevant to a grade 3		
topic or subject area.		
RI.3.5 Use text features		
and search tools (e.g.,		
key words, sidebars,		
hyperlinks) to locate		
information relevant to		
a given topic efficiently.		
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).		
RI.3.10 By the end of		
the year, read and		
comprehend literary		

nonfiction at gradelevel text-complexity orabove, with scaffoldingas needed.RF.3.3.a-d Know andapply grade-levelphonics and wordanalysis skills indecoding and encodingwords.RF.3.4.a-c Read withsufficient accuracy andfluency to supportcomprehension.SL.3.1.a-d Engageeffectively in a range ofcollaborativediscussions(one-on-one, in groups,and texcher-led) withdiverse partners ongrade 3 topics andtexts, building onothers' ideas andexpressing their ownclearly.SL.3.3 kak and answerquestions about	1		
above, with scaffolding as needed. <b>RF.3.3</b> d Know and apply grade-level phonics and word analysis skills in decoding and encoding words. <b>RF.3.4.a</b> c Read with sufficient accuracy and fluency to support comprehension. <b>SI.3.1.a-d</b> 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>SI.3.3</b> Ask and answer	nonfiction at grade		
as needed. RF.3.3.a-d Know and apply grade-level phonics and word analysis skills in decoding and encoding words. RF.3.4.a-c Read with sufficient accuracy and fluency to support comprehension. 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. SL.3.3 Ask and answer	level text-complexity or		
RF.3.3d Know and apply grade-level phonics and wordanalysis skills in decoding and encoding words.RF.3.4.a-c Read with sufficient accuracy and fluency to support comprehension.SL.3.1d 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.SL.3.3 Ask and answer	above, with scaffolding		
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analysis skills in decoding and encoding words. RF.3.4.a-c Read with sufficient accuracy and fluency to support comprehension. 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. SL.3.3 Ask and answer	apply grade-level		
decoding and encoding words. <b>RF3.4.a-c</b> Read with sufficient accuracy and fluency to support comprehension. <b>SL3.1.a-d</b> 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>SL3.3</b> Ask and answer	phonics and word		
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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.SL.3.3 Ask and answer	fluency to support		
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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. SL.3.3 Ask and answer	effectively in a range of		
(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.SL.3.3 Ask and answer	collaborative		
and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. <b>SL.3.3</b> Ask and answer	discussions		
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grade 3 topics and texts, building on others' ideas and expressing their own clearly.SL.3.3 Ask and answer	and teacher-led) with		
texts, building on others' ideas and expressing their own clearly. SL.3.3 Ask and answer	diverse partners on		
others' ideas andexpressing their ownclearly.SL.3.3 Ask and answer	grade 3 topics and		
expressing their own clearly. SL.3.3 Ask and answer	texts, building on		
clearly. SL.3.3 Ask and answer	others' ideas and		
clearly. SL.3.3 Ask and answer	expressing their own		
guestions about	SL.3.3 Ask and answer		
	questions about		
information from a	information from a		

speaker, offering		
appropriate		
elaboration and detail.		
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.		
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.		
SL.3.6 Speak in		
complete sentences		
when appropriate to		
task and situation in		
order to provide		
requested detail or		
clarification.		
L.3.1.a-i Demonstrate		
command of the		
conventions of		

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word relationships and	
nuances in word	
meanings.	
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).	
W.3.1 Write opinion	
pieces on topics or	
texts, supporting a	
point of view with	
reasons.	
W.3.4 With guidance	
and support from	
adults, produce writing	
in which the	
development and	
organization are	
appropriate to task and	
purpose.	
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W.3.5 With guidance		
and support from peers		
and adults, develop		
and strengthen writing		
as needed by planning,		
revising, and editing.		
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.		
<b>W.3.8</b> Recall		
information from		
experiences or gather		
information from print		
and digital sources;		
take brief notes on		
sources and sort		
evidence into provided		
categories.		
W.3.10 Write routinely		
over extended time		
frames (time for		
research, reflection,		
metacognition/self-corr		
ection 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> <li>How can I determine the</li> <li>How do good readers, w</li> <li>How can we share our the</li> <li>How does understanding</li> <li>How does poetry differ the</li> <li>How do authors play with</li> <li>How do authors and illu</li> <li>What role do characters</li> <li>How can I find similaritie</li> <li>How is information related</li> </ul>	g genre help comprehension? from others forms of writing? th language? strators tell a story? play in a story? es and differences in characters and stories?	
Assessments How will we know they have	Formative	Summative	Alternative
gained the knowledge & skills?	<ul> <li>Checklists</li> <li>Exit Tickets</li> <li>Reader's Notebook/ Post-it Notes</li> <li>Student Self- Assessment/Reflection</li> </ul>	<ul> <li>Fountas &amp; Pinnell Benchmark Assessment</li> <li>Reading Records</li> <li>Reader's Notebook</li> <li>Cold reads</li> <li>Common Summative Assessment</li> </ul>	<ul> <li>Dual modalities (visual and written)</li> <li>Create a presentation (multimedia, poster, etc.)</li> <li>Group presentation</li> <li>Book Reports</li> </ul>

	<ul> <li>Respond to questions, orally or written</li> <li>Verbal or written summaries</li> <li>Student Observation</li> <li>Daily Independent Classwork</li> <li>Class Discussion</li> <li>Turn and Talk</li> <li>Hand signals to show understanding</li> <li>Whiteboards</li> <li>Graphic Organizers</li> <li>Student Conferencing</li> <li>Anecdotal records</li> <li>Interactive Online Assessment (Kahoot, Quizizz)</li> </ul>
Unit Pre-Assessment(s) What do they already know?	<ul> <li>Fountas &amp; Pinnell Benchmark Assessment (Guided Reading Level)</li> <li>NWEA MAP</li> <li>Starting Position (background knowledge)</li> </ul>
Instructional Strategies/Student Activities	<ul> <li>Responsive Teaching</li> <li>Teacher Clarity (goals, expectations, criteria, assessment, etc.)</li> <li>Scaffolding</li> <li>Mini Lessons/Anchor Charts</li> <li>Direct Instruction</li> <li>Interactive Read Aloud/Mentor Texts</li> <li>Modeling</li> </ul>

	<ul> <li>Reader's Notebo</li> <li>Conferring</li> <li>Provide detailed</li> <li>Cooperative Lean</li> <li>Book Club/Litera</li> <li>Graphic Organize</li> <li>Technology Integ</li> <li>Learning Centers</li> <li>Academic Games</li> <li>Problem Solving</li> </ul>	actice/Independent Reading ooks and specific feedback rning ture Discussion ers gration s	_	
Instructional/Assessment Scaffolds (Modifications	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
/Accommodations) – planned	Ecumers			
for prior to instruction	<ul> <li>Instructional</li> <li>Pre-teach vocabulary</li> <li>Provide definitions of key terms in native language if available</li> <li>Small group instruction</li> </ul>	Instructional Small group/ individual support Consistent Lesson structure Graphic Organizers Shorten Assignments	<ul> <li>Instructional</li> <li>Small group instruction</li> <li>Consistent Lesson structure</li> <li>Graphic Organizers</li> <li>Additional time</li> <li>Reword/ Clarify directions</li> <li>Visual and verbal examples, cues and directions</li> </ul>	Instructional <ul> <li>Leveled texts</li> <li>Choice Boards</li> <li>Independent study/ Sidebar studies</li> <li>Peer leader/helper</li> <li>Literature Circles</li> </ul>

Lesson time Structure • Reword/ • Graphic Clarify Organizers directions • Shorten • Verbal and Assignments Visual • Additional examples,	<ul> <li>Monitor on-task assessments behavior</li> <li>Frequently check for understanding</li> <li>Assessments         <ul> <li>Vary test format</li> <li>Highlight/ underline</li> </ul> </li> </ul>
<ul> <li>Graphic</li> <li>Organizers</li> <li>Shorten</li> <li>Assignments</li> <li>Visual</li> </ul>	<ul> <li>Frequently check for format understanding</li> <li>Assessments         <ul> <li>Vary test format</li> </ul> </li> </ul>
Organizers directions • Shorten + Verbal and Assignments Visual	understanding Assessments • Vary test format
Shorten     Assignments     Verbal and     Visual	Assessments <ul> <li>Vary test format</li> </ul>
Assignments Visual	Vary test format
Additional examples,	Highlight/underline
Time cues,	key words
Simplify directions	Chunk sections
language for	Additional Time
tasks/ buddy	Reword / clarify test
directions • Leveled tex	t directions
Verbal and     Allow oral	
Visual responses	
examples/ • Sentence	
directions Frames	
Classroom     Provide	
buddy examples,	
Leveled text     notes or stu	udy
Allow oral     guide	
responses • Monitor	
Sentence on-task	
Frames behavior	
Oral Prompts/     Frequently	
Cues check for	
No penalty understand	ling
for spelling	
errors	

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Assessments	Read texts
Multiple	aloud (if
choice format	appropriate)
<ul> <li>Use native</li> </ul>	No penalty for
language for	spelling errors
directions if	Assessments
available	Varied test
Reword /	format / level
clarify test	of complexity
directions	Provide/ allow
Read test	use of study
aloud	guide
<ul> <li>Highlight/</li> </ul>	Reword /
underline key	clarify test
words	directions
<ul> <li>Additional</li> </ul>	Read test
Time	aloud (if
<ul> <li>Accept short</li> </ul>	appropriate)
answers	• Highlight/
	underline key
	words
	Additional
	Time
	Accept short
	answers
	Allow retakes
	Modified
	grading

Differentiated Instructional	Access (Resources and/or Process)	Expression (Products and/or Performance)	
Methods: (Multiple means for students to access content and multiple modes for student to express understanding)	<ul> <li>Independent Reading book choice</li> <li>Leveled Texts</li> <li>Learning Structures</li> <li>Group and Individual routines</li> <li>Students working at their own pace during independent reading</li> <li>Presenting materials in a variety of ways</li> <li>Flexible Small Group instruction (guided reading, skills, strategies)</li> <li>Learning centers</li> <li>Conferencing</li> <li>Interactive Promethean Board Activities</li> <li>General/Specific/Individual Help Options</li> <li>Manipulatives</li> <li>Reference Materials (anchor charts, rubrics, checklists)</li> <li>Peer assistance</li> <li>Choice/Options</li> <li>Learning Menus</li> <li>Chromebook/Technology</li> </ul>	<ul> <li>Reader's Notebook</li> <li>Reading Response Post-it Notes</li> <li>Response Choice Menu</li> <li>Tiered assignments (based on individual student readiness)</li> <li>Rubrics</li> <li>Success Criteria Checklist</li> <li>Assessment Retakes</li> </ul>	
<b>Vocabulary</b> Highlight key vocabulary (both Tier II and Tier III words)	<b>Tier II:</b> question, answer, connections, literal, nonliteral, compare, contrast, details, sentence, paragraph, glossary, dictionary, summarize, author, illustrator, synthesize, infer, mood		
	<b>Tier III:</b> fable, folktale, myth, central message, theme, characters, plot, drama, poem, narrator, setting, main idea, author's purpose, fiction, nonfiction, fantasy, genre		

Integration of Technology	C. Decider's response on worksheet in Caselo Clides on Dece, EDIC on other worksite for reading to test. Use
Integration of Technology SAMR	<b>S</b> - Reader's response or worksheet in Google Slides or Docs; EPIC or other website for reading texts; Use
Ortime	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.)
	<b>M</b> - Students collaborate in Slides or Docs; Students comment and interact with each other in Google Classroom
	<b>R</b> - Students create a multimedia project; Students create an Imovie giving a book talk or review; Students
	publish their work online
Interdisciplinary Connections	Science (2020)
NJ Student Learning	• 3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles, but all have in
<u>Standards</u>	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.
	Social Studies (2020)
	• 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.
	Computer Science and Design Thinking (2020)
	• 8.1.5.CS.1: Model how computing devices connect to other components to form a system.

	<ul> <li>Career Readiness, Life Literacies, and Key Skills (2020)</li> <li>9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors</li> <li>9.4.5.Cl.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity</li> <li>9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community, and global</li> <li>9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology</li> <li>9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view</li> <li>9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions</li> </ul>		
21 <sup>st</sup> Century Themes/Skills P21 Framework	<ul> <li>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+*</li> <li>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</li> </ul>	<ul> <li>Skills</li> <li>Flexibility and Adaptability</li> <li>Initiative and Self-direction</li> <li>Social and Cross-cultural skills</li> <li>Productivity and Accountability</li> <li>Leadership and Responsibility</li> <li>Creativity and Innovation</li> <li>Critical Thinking and Problem Solving</li> <li>Communication and Collaboration</li> <li>Information, Communication, Technology Literacy</li> </ul>	

	impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.)
Resources/Materials	<ul> <li>3rd Grade Crosswalk Document</li> <li>Fountas &amp; Pinnell Literacy Continuum</li> <li>Guided Reading: Responsive Teaching Across Grades</li> <li>Fountas &amp; Pinnell Online Resources</li> <li>Interactive Read Aloud Texts/lesson cards (FPC) ^O+*</li> <li>Reading Mini Lesson book (FPC)</li> <li>Guided Reading Leveled Texts/lesson cards (FPC) ^O+*</li> <li>Other leveled texts (Scholastic, EPIC, etc.) ^O+*</li> <li>Reader's Notebook</li> <li>Classroom Library ^O+*</li> </ul>