

### Grade 3 Reading Scope and Sequence

	Reading Workshop	Word Study	Grammar Skill Work
<b>September - October</b> (30 Instructional Days)	<a href="#">Building a Reading Life (Book 1)</a> The biggest work in this unit is to set the tone for everything else to come this year and help all of your students become avid readers. You will be establishing routines and expectations and empowering students to develop personal agency about their own reading lives.	<a href="#">Growing Into Second Grade Phonics</a> In this unit students will grow their phonics knowledge so they know more options for how words could go. Alongside knowledge about words and spellings, you will teach the grit and intellectual curiosity they need to try to get closer to the right spelling.	<a href="#">Spelling &amp; Using an Editing Checklist</a>
<b>October- December</b> (30 Instructional Days)	<a href="#">Mystery: Foundational Skills in Disguise (2016 Book)</a> This reading unit will help lift students' level of fiction writing. Mystery is a genre that gets kids to read at the edge of their seats, making and revising predictions, and paying attention to small details. This unit is built on the highly engaging genre of mystery, and is perfect for third graders. It allows children to continue reading fiction, as they move up levels of text complexity.	<a href="#">Big Words Take Big Resolve: Tackling Multisyllabic Words</a> The books that many second-graders read are full of multisyllabic words, and so, more instruction needs to focus on transitioning to longer, more complex words earlier in the year. Working with multisyllabic words can be a cognitive load for readers, but it can also create an emotional load, since many children are intimidated by the sheer length of words once a second or third syllable is involved. Helping children muster the courage to recognize the difficulty and still tackle these words- rather than just mumbling past them- is as important as solving the words themselves.	<a href="#">Punctuation: Capitals and Periods &amp; Paragraphing to support sequence, dialogue, &amp; elaboration</a>
<b>January- February</b> (30 Instructional Days)	<a href="#">Nonfiction- Reading to Learn: Grasping Main ideas and Text Structures (Book 2)</a> This unit allows students the opportunity to move into the world of the water cycle and whales, spaceships and skateboarding. Students will leap into a new section of the library and gain enjoyment and excitement over informative reading not only from books, but from maps, newspapers, brochures, blogs, photographs, websites, and magazine clippings	<a href="#">Word Builders: Construction, Demolition, &amp; Word Power</a> Get ready for a unit that is full of challenging content and yet, oh so much fun! Expect your class to get swept away by the excitement of an employment opportunity with BLC Construction and Demolition Company, which specializes in the building and breaking of big words.	<a href="#">Paragraphing Regular &amp; Irregular nouns</a>
<b>February- March</b> (30 Instructional Days)	<a href="#">Character Study (Book 3)</a> This unit will inspire readers to think deeply about and learn from the characters in the books they read. The first part of this unit invites readers to dive into the world of their characters through predicting, envisioning, and reading with fluency. Then, students infer to develop	<ul style="list-style-type: none"> <li>• <a href="#">Unit 4: Word Collectors</a></li> <li>• This unit is devoted to a careful study of words. Spotlighting vocabulary instruction matters. Using books, colleagues, and community, you'll foster an environment of rich talk and careful listening. We imagine second-grade classrooms brimming</li> </ul>	<a href="#">Dialogue &amp; Quotation Punctuation</a>

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	ideas about character traits, motivations, troubles, and actions. Finally, students learn theme.	with conversations and fascination about words and their wonder.	
<b>April-June</b>	<p><u><b>Research Clubs: Elephants, Penguins, &amp; Frogs, Oh My!/*Mini Test Prep</b></u></p> <p>This unit reinforces nonfiction reading skills while students form clubs, each club will study a topic of choice. First, children will be taught to preview not just a text but a collection of texts. Then, students will study another related topic, comparing and contrasting. Finally, they will study an overarching concept—synthesizing, comparing, and contrasting.</p> <p><u><b>*3 Week Mini Test Prep Unit*</b></u></p>	<p><u><b>Unit 4: Word Collectors</b></u></p> <p>This unit is devoted to a careful study of words. Spotlighting vocabulary instruction matters. Using books, colleagues, and community, you'll foster an environment of rich talk and careful listening. We imagine second-grade classrooms brimming with conversations and fascination about words and their wonder.</p> <p><b>Review areas of need</b></p> <p>We will conduct an end of year assessment to assess students' phonics skills. Individual classes will determine which skills they need to reteach students in order to bridge gaps in knowledge and use the phonics units and extensions to reteach the necessary skills identified from the assessment.</p>	<p><u><b>Verb Tenses</b></u></p> <p><u><b>Subject Verb Agreement</b></u></p>
<b>Optional Additional Units (Science)</b>	<p><u><b>Social Issue Book Clubs Across Fiction and Nonfiction (Curricular Calendar)</b></u></p> <p>This unit teaches how students can read books to teach them how to live their lives and also to support students in reading across multiple genres-- picture books, chapter books, poetry, nonfiction. You will notice support for helping students learn to interpret and determine themes--work that will be hugely important for them.</p> <p><u><b>Reading in the Content Areas (Curricular Calendars)</b></u></p> <p>This unit focuses on reading to learn as students read about science or social studies topics related to their current curriculum. The emphasis in this unit, then, is on reading to gain knowledge and construct ideas.</p>	<p><b>Review areas of need</b></p> <p>We will conduct an end of year assessment to assess students' phonics skills. Individual classes will determine which skills they need to reteach students in order to bridge gaps in knowledge and use the phonics units and extensions to reteach the necessary skills identified from the assessment.</p>	<p><u><b>Fixing fragments and run ons</b></u></p> <p><u><b>Comparative and superlative adjectives and adverbs</b></u></p>

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Reading Workshop	Grade: 3
<p><b>Unit 1: Building a Reading Life (Launching)</b></p> <p><b>Unit Description:</b></p> <p>Get ready to begin an exciting year in reading! The biggest work in this unit is to set the tone for everything else to come this year and help all of your students become avid readers. You will be establishing routines and expectations and empowering students to develop personal agency about their own reading lives. This unit follows the <i>Building a Reading Life</i> from <i>Units of Study for Teaching Reading: Grades 3-5</i>. Please refer to that text for additional resources and support. Another important aspect of this unit is establishing conversations through partnerships and read alouds. There are many ways to do this work as well. You will want to create opportunities for partners to get to know one another paying attention to reading histories, interests, and hopes. Launching and establishing expectations around writing about reading will also need to be addressed in this unit as well.</p> <ul style="list-style-type: none"> <li>• <b>Big Ideas: Course Objectives / Content Statement(s)</b> Establish routines and expectations of the workshop.</li> <li>• Develop familiarity with essential reading skills and apply comprehension strategies.</li> <li>• Hone ability to select just-right books that are meaningful to them.</li> </ul>	
<p><b>NJ Student Learning Standards</b></p> <p><b>Writing Standards</b></p> <p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</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><b>Reading Standards</b></p> <p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>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.</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 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>RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>RL.4.2 Determine the key details to identify theme in a story, drama, or poem and summarize the text</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>	

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<p>RI.3.6 Distinguish their own point of view from that of the author of 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> <p><b>Speaking and Listening Standards.</b></p> <p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p style="padding-left: 40px;">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 style="padding-left: 40px;">D. Explain their own ideas and understanding in light of the discussion.</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.3.3 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.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><b>Language Standards</b></p> <p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies</p> <p style="padding-left: 40px;">A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p style="padding-left: 40px;">B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, beat/prebeat</i>).</p> <p>L.3.5 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., <i>After dinner that night we went looking for them</i>).</p> <p><b>NJSLS from other subject(s)</b></p> <p><b>Standard 8 Computer Science</b></p> <p>8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.</p> <p><b>Standard 9 Career Readiness, Life Literacy, and Key Skills</b></p> <p>9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.</p> <p><b>Careers (Description of a career that relates to this unit)</b></p>	
Essential Questions	Enduring Understandings
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> <li>How do readers create reading lives for themselves?</li> <li>How do readers work to understand the story better?</li> <li>How do readers tackle more challenging texts?</li> </ul>	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>Readers set clear goals, find just-right books, and push themselves to read more.</li> <li>Readers hold tight to meaning, check for comprehension, envision their stories, and make predictions.</li> <li>Readers select read more challenging texts by tackling tricky words and noticing text and author clues</li> </ul>
Evidence of Learning (Assessments)	Accommodations and Modifications
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li><i>Learning Progressions (Grades 2-8)</i></li> <li><i>Project Read Assessments</i></li> <li>Writing about reading</li> <li>Readers' notebooks</li> </ul>	<p><b>Special Education:</b></p> <ul style="list-style-type: none"> <li><a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li> <li><a href="#">Subgroup Accommodations and Modifications</a></li> <li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>

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<ul style="list-style-type: none"> <li>Teacher-created performance assessment</li> <li>Book club talks</li> <li>Student reflections</li> <li>Conferences and small groups</li> </ul>	
<b>Summative Assessments:</b>	
<ul style="list-style-type: none"> <li><i>Learning Progressions (Grades 2-8)</i></li> <li><a href="#">TCRWP Reading Assessment</a></li> </ul>	
<b>Benchmark Assessments:</b>	<b>Differentiation:</b> <ul style="list-style-type: none"> <li><i>Preview content and concepts</i></li> <li><i>Behavior management plan</i></li> <li><i>Highlight text</i></li> <li><i>Small group setting</i></li> </ul>
<ul style="list-style-type: none"> <li><i>Nonsense Words</i></li> <li><a href="#">Teachers College Running Records</a></li> <li><a href="#">Letter Sound ID</a></li> <li><a href="#">High Frequency Word Assessment</a></li> </ul>	<b>High-Prep Differentiation:</b> <ul style="list-style-type: none"> <li><i>Alternative formative and summative assessments</i></li> <li><i>Guided Reading</i></li> <li><i>Personal agendas</i></li> <li><i>Project-based learning</i></li> <li><i>Tiered activities/assignments</i></li> <li><i>Varying organizers for instructions</i></li> </ul>
<b>Alternative Assessments:</b>	<b>Low-Prep Differentiation:</b> <ul style="list-style-type: none"> <li><i>Clubbing activities</i></li> <li><i>Exploration by interest</i></li> <li><i>Flexible groupings</i></li> </ul>
<ul style="list-style-type: none"> <li>F &amp; P Running Records</li> <li>Scholastic Running Records</li> <li>BeBop Books for running records</li> <li>G &amp; T Assessments: Sages-2 Screening Assessment for Gifted Elementary: Mathematics/Science Language Arts/Social Studies</li> <li>Reasoning</li> <li>Yopp-Singer test of Phoneme Segmentation</li> <li>Sentence-Writing Grade Placement Test</li> <li>Linguistics Phonemic Awareness Screener</li> <li>Linguistics Decoding Pre/Post Test</li> <li>Dyslexia Screener</li> <li>PRIM checklist</li> <li><i>LLI; Test Preparation Lesson Framework F&amp;P levels</i></li> </ul>	<b>Suggested Lessons for Differentiation with Small Groups:</b> <b>Bend I</b> 3- Finding Within-Reach Books, and Reading Tons of Them 4- Setting Goals and Tracking Progress 5- Setting Up Systems to Find and Share Books <b>Bend II</b> 7- Readers Check for Comprehension 8- Follow Textual Clues As You Read 10- Making Higher-Level Predictions 12- Readers Decide How To Lift the Level of Their Reading and Recruit Partners to Support Them <b>Bend III</b> 15- Using Textual Clues to Figure Out the Meaning of Unfamiliar Words 16- Making Sense of Figurative Language 17- Talking Back to the Text 18- Raising the Level of Questions to Unearth Deeper Meaning
	<b>English Language Learners:</b> <ul style="list-style-type: none"> <li><a href="#">Unit 1: Curriculum for ELL</a></li> <li><a href="#">ESL 3-5</a></li> <li><a href="#">Subgroup Accommodations and Modifications</a></li> <li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
	<b>Students at Risk for Failure:</b>
	<ul style="list-style-type: none"> <li><a href="#">Subgroup Accommodations and Modifications</a></li> </ul>

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	<ul style="list-style-type: none"><li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li></ul> <div>Gifted and Talented</div> <ul style="list-style-type: none"><li>• <a href="#">Subgroup Accommodations and Modifications</a></li><li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li></ul> <div>Students with 504 Plans</div> <ul style="list-style-type: none"><li>• <a href="#">Subgroup Accommodations and Modification</a></li><li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li></ul>
Core Instructional and Supplemental Materials Professional Resources:	Core Instructional, Supplemental, Instructional, and Intervention Resources
<div>Core Professional Resources:</div> <ul style="list-style-type: none"><li>• Building a Reading Life by Lucy Calkins</li><li>• 2019-20 Teachers College Calendar,Third Grade, Building a Reading Life Unit</li><li>• <a href="#">2019-20 Teachers College Calendar</a></li><li>• Florham Park <a href="#">ELA PD Sharing Website</a></li><li>• <a href="#">The Reading Strategies Book</a> by Jen Seravallo</li><li>• <a href="#">Prompting Guide</a></li><li>• <a href="#">Writing Resources and Scope and Sequences</a></li><li>• <a href="#">Units of Study Online Resources</a></li></ul> <div>Supplemental Professional Resources:</div> <ul style="list-style-type: none"><li>• <a href="#">Leveled Literacy Intervention Kits</a></li><li>• <a href="#">When Readers Struggle - Teaching What Works - Irene Fountas and Gay Su Pinnell</a></li><li>• <a href="#">Rubric for Assessing a Retell on a Reading Level Assessment - Levels A-Z (Teachers College)</a></li><li>• <a href="#">Benchmarks for Oral Fluency Rate - Words Per Minute (Teachers College)</a></li><li>• <a href="#">Primm Book</a></li><li>• <a href="#">Prompting Guide Part 1 - For Oral Reading and Early Writing</a></li></ul>	<div>Core Instructional Resources:</div> <ul style="list-style-type: none"><li>• Any appropriate grade 3 novel as a read-aloud model to set up the routines</li><li>• <i>Because of Winn Dixie</i>, K. DiCamillo (Level R)</li><li>• <i>Bigmama's</i>, D. Crews (Level M)</li><li>• <i>Charlotte's Web</i>, E.B. White (Level R)</li><li>• <i>Fireflies!</i>, J. Brincklok (Level O)</li><li>• <i>The Paperboy</i>, D. Pilkey (Level N)</li><li>• <i>Peter's Chair</i>, E.J. Keats (Level J)</li><li>• <i>Shortcut</i>, D. Crews (Level J)</li><li>• <i>Stone Fox</i>, J. R. Gardiner (Level P)</li><li>• <i>The Witch of Blackbird Pond</i>, E.G. Speare (Level W)</li><li>• Teacher-selected books for book talks and modeling good reader behaviors</li></ul> <div>Supplemental Resources:</div> <ul style="list-style-type: none"><li>• <a href="#">Conferring Curriculum</a></li><li>• Florham Park <a href="#">ELA PD Sharing Website</a></li><li>• <a href="#">Conferring Menus</a></li><li>• <i>Birds to Aircraft Series</i> by Jennifer Colby (Level P)</li><li>• <i>Dazzling Diamonds Series</i> by Lorraine (Level N)</li></ul>

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<ul style="list-style-type: none"> <li>• <i>Prompting Guide Part 2 - For Comprehension : Thinking, Talking, Writing</i></li> <li>• <i>Reading Strategies Book - Jennifer Serravallo</i></li> <li>• Florham Park <a href="#">ELA PD Sharing Website</a></li> <li>• <a href="#">Conferring Menus</a></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Global Guardians Series by Keisha Jone (Level O)</i></li> <li>• <i>Native American Cultures Series Sarah Machajewski (Level O)</i></li> <li>• <i>All About Maps Series by Samantha Bell (Level N)</i></li> <li>• <i>Civil Values Series by Jeanne Marie Ford (Level O)</i></li> <li>• <i>The Principle of Democracy Series by Joshua Turner (Level M)</i></li> </ul> <p><b>Intervention Resources:</b></p> <ul style="list-style-type: none"> <li>• Leveled Literacy Intervention Texts</li> <li>• Six Minute Solutions</li> <li>• Fountas and Pinell Guided Reading</li> <li>• Fountas and Pinell Shared Reading</li> </ul>
<p style="text-align: center;"><b>Interdisciplinary Connections</b></p>	<p style="text-align: center;"><b>Integration of Technology through NJSLs</b></p>
<ul style="list-style-type: none"> <li>• Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies.</li> <li>• In Social Studies discuss routines in the community</li> <li>• Understand what it means to “read close” in social studies, science, and foreign language.</li> <li>• Offer short, nonfiction picture books and nonfiction articles on science, social studies, and foreign language related activities to encourage building background knowledge and independent reading about topics of interest to students.</li> <li>• Encourage students to respond to texts in their specific subject area notebooks as they reflect on what they have been reading.</li> <li>• Highlight texts, themes, and reflections that connect to themes related to the Holocaust; i.e. power, bullying, empathy, and social activism.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a word study word sort in Inspiration.</li> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> </ul> <p>Ongoing:</p> <ul style="list-style-type: none"> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>• Use Microsoft Word, Inspiration, or Smart Board Notebook software to write the words from their word sorts.</li> <li>• Use Inspiration to create a double timeline looking at plot events and character motivation.</li> </ul>
<p style="text-align: center;"><b>Integration of 21st Century Themes and Skills</b></p>	<p style="text-align: center;"><b>Media Literacy Integration</b></p>
<ul style="list-style-type: none"> <li>• Financial, Economic, Business, and Entrepreneurial Literacy</li> <li>• Civic Literacy</li> <li>• Health Literacy</li> <li>• Social Justice Literacy</li> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem Solving Communication and Collaboration Information Literacy</li> <li>• Media Literacy</li> <li>• Life and Career Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to look for specific things when they view videos or read print material, and then ask questions about those items</li> <li>• Build on the intuitive knowledge students have gained from media about the story and character</li> <li>• Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic</li> <li>• Use print materials to practice reading and comprehension skills</li> </ul>
<p style="text-align: center;"><b>Career Education</b></p>	<p style="text-align: center;"><b>Global Perspective</b></p>
<ul style="list-style-type: none"> <li>• <a href="#">New Jersey Educational Field Trip</a></li> </ul>	<ul style="list-style-type: none"> <li>• National Hispanic-Latino Heritage Month</li> </ul>

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<ul style="list-style-type: none"> <li><a href="#">Connect With Rick Riordan</a></li> <li><a href="#">Author Visit Kit</a></li> <li><a href="#">Authors Who Skype</a></li> </ul>		<ul style="list-style-type: none"> <li>National Disability Employment Awareness Month</li> <li>National American Indian Heritage Month</li> <li>Black History Month</li> <li>National Women’s History Month,</li> <li>National Irish-American Heritage Month</li> <li>National Italian American Heritage Month</li> <li>Asian Pacific American Heritage</li> <li>Older Americans’ Month</li> <li>Jewish American Heritage Month</li> <li>Week of Respect</li> <li>Red Ribbon Week</li> <li>International Dot Day (September 16)</li> </ul>
Bend	Teaching Points	
<p><b>Bend I: Making a Reading Life</b>  <i>(Session 1: Building a Reading Life)</i></p>           <p><i>(Session 2: Reading As if Books are Gold)</i></p>           <p><i>(Session 3: Finding Within-Reach Books, and Reading Tons of Them)</i></p>	<ul style="list-style-type: none"> <li>• (pg. 7) <b>Today I want to teach you that readers set themselves up to build a reading life.</b> We do this by:             <ol style="list-style-type: none"> <li>Using memories of when reading was really great</li> <li>Finding a good reading spot where I’m comfortable &amp; can concentrate</li> <li>Making a reading goal for how I can become a stronger reader</li> </ol> </li>   <li>• (pg. 14) <b>Today I want to teach you that readers can choose their relationship toward reading. Readers can decide whether to read like curmudgeons or readers can choose to read as if books are gold</b> (model reading a book like a curmudgeon). We do this by:             <ol style="list-style-type: none"> <li>Finding a good reading spot</li> <li>Talking about books with a partner</li> <li>Choosing books we love</li> </ol> <p><b>Add to chart:</b> Read books like they’re gold!</p> </li>   <li>• (pg. 24) <b>Today I want to teach you that readers select just-right books – Readers test books, looking at them carefully, opening them up and reading a few lines, asking themselves, “Is this book just right for me?”</b> (model reading a book that is too hard, too easy, and just right and create chart on pg. 30).             <ol style="list-style-type: none"> <li>Looking at the book carefully</li> <li>Read a few lines of the book; and look at:                 <ul style="list-style-type: none"> <li>How fast can you read it? Too slow? Too fast? Or Understanding</li> <li>How do you read the words? With expression? Smooth or choppy? With punctuation?</li> <li>Do you understand all of the words? Most of them? Get stuck on 5 or more?</li> <li>Do you understand the story?</li> </ul> </li> <li>Decide if the book is too easy, too hard, or just-right</li> </ol> </li> </ul>	

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<p><i>(Session 15: Using Textual Clues to Figure Out the Meaning of Unfamiliar Words)</i></p> <p><i>(Session 16: Making Sense of Figurative Language)</i></p> <p><i>(Session 17: Talking Back to the Text)</i></p> <p><i>(Session 18: Raising the Level of Questions to Unearth Deeper Meaning)</i></p>	<ul style="list-style-type: none"> <li>• (pg. 152) <b>Today I want to teach you that when readers are flying through parts of a book and don't know what's happening they need to use their grit. They need to say to themselves, hold on! And figure out the hard words! Authors sometimes leave clues to help readers figure out tricky words.</b> (Create chart pg. 153)             <ol style="list-style-type: none"> <li>1. Consider the gist - what is happening in that part? - What word would make sense here?</li> <li>2. Look for a synonym (a word that has the same meaning)</li> <li>3. Look for an antonym (a word that has the opposite meaning)</li> <li>4. Look for an explanation of the word (sometimes after the tricky word)</li> </ol> </li> <li>• (pg. 160) <b>Today I want to teach you that when readers come upon a confusing expression in a text, their job is to use all they know about what has been going on to figure out what the expression might mean. Then they keep reading, checking on their guess as they do so.</b> We do this by: (Add to anchor chart during Link pg. 163)             <ol style="list-style-type: none"> <li>1. Reading and recognizing the figurative language expression</li> <li>2. Looking for context clues surrounding the expression – “What is going on in the story?”</li> <li>3. Rereading to make sense of the expression</li> </ol> </li> <li>• (pg. 169) <b>Today I want to teach you that texts don't signal only for readers to envision and predict. Texts also signal for readers to think, “Huh?” and to ask questions. Often those questions are “How could...?” and “Why?” Then readers muse over possible answers, rereading and rethinking.</b> We do this by:             <ol style="list-style-type: none"> <li>1. Reading a part until you get to a point where you ask yourself, “How could...?, Why...?, or Huh...?”</li> <li>2. Revisiting earlier parts of the text</li> <li>3. Rethinking an answer to the question</li> <li>4. Reading on with your new learning to make more sense of the story</li> </ol> </li> <li>• (pg. 180) <b>Today I want to teach you that readers often ask a very specific, important question: “Why did the author include that?” Knowing that authors do things on purpose, readers gather information from the text to try to answer that question.</b> We do this by:             <ol style="list-style-type: none"> <li>1. Reading until we find a spot that seems important or confusing and asking, “Why did the author include ____?”</li> <li>2. Thinking/looking back in the text to gather information</li> <li>3. Considering possible answers to your question. <i>This is important to the the story because...</i></li> </ol> </li> </ul>
<p><b>Celebration</b> <i>(Session 19: Celebration)</i></p>	<ul style="list-style-type: none"> <li>• (pg 187) <b>Today will be our celebration of <i>Stone Fox</i> and of this whole unit – a celebration to help us deeply, truly, really remember the parts of both that have mattered to us.</b> We can do this by:</li> </ul>

[Grade 3 Scope and Sequence](#)

	<ol style="list-style-type: none"> <li>1. Starting with the words “He (or she) remembers” . . .and then describe a memory from the book (<i>This will create a list poem</i>)</li> <li>2. Thinking about the little aha moments and discoveries you’ve made about yourself as a reader, and about what it means to read with understanding. Then start just as you did before, by writing, “He remembers . . .” or “She remembers . . .”</li> </ol>
<b>Skills (Students will be able to...)</b>	
<ul style="list-style-type: none"> <li>• Set clear goals</li> </ul>	
<ul style="list-style-type: none"> <li>• Find just-right books</li> </ul>	
<ul style="list-style-type: none"> <li>• Push themselves to read more.</li> </ul>	
<ul style="list-style-type: none"> <li>• Hold tight to meaning</li> </ul>	
<ul style="list-style-type: none"> <li>• Check for comprehension, envision their stories, and make predictions.</li> </ul>	
<ul style="list-style-type: none"> <li>• Select read more challenging texts by tackling tricky words and noticing text and author clues.</li> </ul>	

<b>Reading Workshop</b>	<b>Grade: 3</b>
<b>Unit 2: Mystery: Foundational Skills in Disguise (New Book 2016)</b> <b>Unit Description:</b> <p>This reading unit will help lift students’ level of fiction writing. Mystery is a genre that gets kids to read at the edge of their seats, making and revising predictions, and paying attention to small details. Across Bend I, students will read several mysteries, working hard to <i>get</i> the mystery. In Bend II, students shift from thinking about how the book they are reading is and is not like other books within the broader genre of mystery. In Bend III, the unit will take a turn. Students will now read any fiction. They will learn to apply all they have learned to do as mystery readers to any fiction book they happen to be reading. This unit is built on the highly engaging genre of mystery, and is perfect for third graders. It allows children to continue reading fiction, as they move up levels of text complexity.</p>	
<b>NJ Student Learning Standards</b> <u>Writing Standards:</u> <p>W.3.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.  W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  W.3.8 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-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> <u>Reading Standards:</u> <p>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 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 each successive part builds on earlier sections  RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.  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>	

**Grade 3 Scope and Sequence**

- 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 comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
- RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- A. Identify and know the meaning of the most common prefixes and derivational suffixes.
  - B. Decode words with common Latin suffixes.
  - C. Decode multisyllable words.
  - D. Read grade-appropriate irregularly spelled words.
- RF.3.4 Read with sufficient accuracy and fluency to support comprehension.
- A. Read grade-level text with purpose and understanding.
  - B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
  - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

**Speaking & Listening Standards:**

- SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- 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.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Language Standards:**

- L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- L.3.5 Demonstrate understanding of figurative language, 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*).

**NJSLS from other subject(s)**

**Standard 8 Computer Science**

- 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

**Standard 9 Career Readiness, Life Literacy, and Key Skills**

- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

**Careers (Description of a career that relates to this unit)**

Essential Questions:	Enduring Understandings/Goals:
<ul style="list-style-type: none"> <li>How do we read the genre of mystery?</li> <li>How do we raise the level of mystery writing?</li> <li>How do we use mysteries to help us read any kind of fiction?</li> </ul>	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>Readers read closely to catch key details</li> <li>Readers think back over and accumulate details</li> <li>Readers become more skilled at gathering information from texts by rereading and annotating</li> <li>Readers can transfer what they learn about mysteries to other types of fiction</li> </ul>
Evidence of Learning (Assessments)	Accommodations and Modifications
<div data-bbox="220 1282 961 1406"> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li><i>Learning Progressions (Grades 2-8)</i></li> </ul> </div>	<div data-bbox="1060 1282 1900 1406"> <p><b>Special Education:</b></p> <ul style="list-style-type: none"> <li><a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li> </ul> </div>

**Grade 3 Scope and Sequence**

<ul style="list-style-type: none"> <li>• <i>Project Read Assessments</i></li> <li>• Writing about reading</li> <li>• Readers' notebooks</li> <li>• Teacher-created performance assessment</li> <li>• Book club talks</li> <li>• Student reflections</li> <li>• Conferences and small groups</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
<p><b>Summative Assessments:</b></p>	<p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <i>Preview content and concepts</i></li> <li>• <i>Behavior management plan</i></li> <li>• <i>Highlight text</i></li> <li>• <i>Small group setting</i></li> </ul>
<ul style="list-style-type: none"> <li>• <i>Learning Progressions (Grades 2-8)</i></li> <li>• <a href="#">TCRWP Reading Assessment</a></li> </ul>	<p><b>High-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <i>Alternative formative and summative assessments</i></li> <li>• <i>Guided Reading</i></li> <li>• <i>Personal agendas</i></li> <li>• <i>Project-based learning</i></li> <li>• <i>Tiered activities/assignments</i></li> <li>• <i>Varying organizers for instructions</i></li> </ul>
<p><b>Benchmark Assessments:</b></p>	<p><b>Low-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <i>Clubbing activities</i></li> <li>• <i>Exploration by interest</i></li> <li>• <i>Flexible groupings</i></li> </ul>
<ul style="list-style-type: none"> <li>• <i>Nonsense Words</i></li> <li>• <a href="#">Teachers College Running Records</a></li> <li>• <a href="#">Letter Sound ID</a></li> <li>• <a href="#">High Frequency Word Assessment</a></li> </ul>	<p><b>Suggested Lessons for Differentiation with Small Groups:</b></p> <p><b>Bend I</b></p> <p>3- Mystery Readers Do a Special Kind of Predicting / Suspects, Opportunities, and Motives</p> <p>4- When the Going Gets Tough, Readers Need Strategies</p> <p>5- Thoughtful Writing and Talking About Reading</p> <p>7- Holding Onto the Mystery, Even When the Book is Long and Tricky</p> <p><b>Bend II</b></p> <p>8- How Mystery Books Go / Patterns and Common Characteristics</p> <p>9- Reading on, Influenced by Knowing How Mysteries Usually Go</p> <p>11- The Red Herring / Throwing Readers and Detectives Off the Right Track</p> <p>12- Finding Hidden Clues</p> <p>13- What Kind of Mind-Work Does This Mystery Want the Reader to Do?</p> <p><b>Bend III</b></p> <p>16- Fiction Readers Solve Mysteries that Relate to Character and Plot</p> <p>17- Using Clues to Drive Predictions</p>
<p><b>Alternative Assessments:</b></p>	<p><b>English Language Learners:</b></p>
<ul style="list-style-type: none"> <li>• F &amp; P Running Records</li> <li>• Scholastic Running Records</li> <li>• BeBop Books for running records</li> <li>• G &amp; T Assessments: Sages-2 Screening Assessment for Gifted Elementary: Mathematics/Science Language Arts/Social Studies</li> <li>• Reasoning</li> <li>• Yopp-Singer test of Phoneme Segmentation</li> <li>• Sentence-Writing Grade Placement Test</li> <li>• Linguistics Phonemic Awareness Screener</li> <li>• Linguistics Decoding Pre/Post Test</li> <li>• Dyslexia Screener</li> <li>• PRIM checklist</li> <li>• <i>LLI; Test Preparation Lesson Framework F&amp;P levels</i></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1: Curriculum for ELL</a></li> <li>• <a href="#">ESL 3-5</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
	<p><b>Students at Risk for Failure:</b></p>

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	<ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Students with 504 Plans</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modification</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
<p><b>Core Instructional and Supplemental Materials Professional Resources:</b></p>	<p><b>Core Instructional, Supplemental, Instructional, and Intervention Resources</b></p>
<p><b>Core Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• Mystery: Foundational skills in Disguise by Lucy Calkins</li> <li>• 2019-20 Teachers College Calendar, Third Grade, Mystery: Foundational Skills in Disguise Unit</li> <li>• <a href="#">2019-20 Teachers College Calendar</a></li> <li>• Florham Park <a href="#">ELA PD Sharing Website</a></li> <li>• <i>The Reading Strategies Book</i> by Jen Seravallo</li> <li>• <i>Prompting Guide</i></li> <li>• <a href="#">Writing Resources and Scope and Sequences</a></li> <li>• <a href="#">Units of Study Online Resources</a></li> </ul> <p><b>Supplemental Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• <i>Leveled Literacy Intervention Kits</i></li> <li>• <a href="#">When Readers Struggle - Teaching What Works - Irene Fountas and Gay Su Pinnell</a></li> <li>• <a href="#">Rubric for Assessing a Retell on a Reading Level Assessment - Levels A-Z (Teachers College)</a></li> <li>• <a href="#">Benchmarks for Oral Fluency Rate - Words Per Minute (Teachers College)</a></li> <li>• <i>Primm Book</i></li> </ul>	<p><b>Core Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>• Any appropriate grade 3 novel as a read-aloud model to set up the routines</li> <li>• <i>The Buried Bones Mystery</i> by Sharon Draper (Level P)</li> <li>• <i>The Absent Author</i> by Ron Roy (Random House) trade book pack (Level N)</li> <li>• <i>Nate the Great and the Phony Clue</i> by Marjorie Weinman Sharmat (Penguin Random House) (Level K)</li> <li>• The Whodunit Detective Agency series: <i>The Diamond Mystery</i> by Martin Widmark (Level O)</li> <li>• <i>The Big Idea Gang Series</i> by James Preller (Level P)</li> <li>• <i>Bink and Gollie Series</i> by Kate DiCamillo and Alison McGhee (Level M)</li> <li>• <i>Click</i> by Kayla Miller (Level P)</li> <li>• <i>Judy Moody Series</i> by Megan McDonald (Level M)</li> <li>• <i>Jake Maddox Girl Sports Stories</i> by Jake Maddox (Level P)</li> <li>• <i>Ruby Lu Series</i> by Lenore Look (Level N)</li> <li>• <i>Nikki and Deja Series</i> by Karen English (Level N)</li> </ul> <p><b>Demonstration Texts</b></p> <ul style="list-style-type: none"> <li>• <i>Stone Fox</i> by John Reynolds Gardner (HarperCollins) (Level P)</li> <li>• Teacher-selected books for book talks and modeling good reader behaviors</li> </ul> <p><b>Supplemental Resources:</b></p>

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*Florham Park English Language Arts Curriculum*

**Grade 3 Scope and Sequence**

<ul style="list-style-type: none"> <li>● <i>Prompting Guide Part 1 - For Oral Reading and Early Writing</i></li> <li>● <i>Prompting Guide Part 2 - For Comprehension : Thinking, Talking, Writing</i></li> <li>● <i>Reading Strategies Book - Jennifer Serravallo</i></li> <li>● Florham Park <a href="#">ELA PD Sharing Website</a></li> <li>● <a href="#">Conferring Menus</a></li> <li>● <a href="#">Conferring Curriculum</a></li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Conferring Curriculum</a></li> <li>● Florham Park ELA PD Sharing Website</li> <li>● <a href="#">Conferring Menus</a></li> <li>● <i>How Oliver Olson Changed the World</i> by Claudia Mills (Level L)</li> <li>● <i>Iris and Walter: Lost and Found</i> by Elissa Guest (Level J)</li> <li>● <i>Lucy Tries Basketball</i> by Lisa Bowes (Level K)</li> <li>● <i>Mt. Putter and Tabby Series</i> by Cynthia Rylant (Level J)</li> <li>● <i>Sky Color</i> by Peter Reynolds (Level K)</li> <li>● <i>The Andy Shane Series</i> by Jennifer Jacobson (Level J)</li> <li>● <i>The High Rise Private Series</i> by Cynthia Rylant (Level K)</li> <li>● <i>Graphic Sparks Series</i> by Scott Nickel (Level K)</li> <li>● <i>King and Kayla Series</i> by Dori Butler (Level L)</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <b>Intervention Resources:</b> <ul style="list-style-type: none"> <li>● Leveled Literacy Intervention Texts</li> <li>● Six Minute Solutions</li> <li>● Fountas and Pinell Guided Reading</li> <li>● Fountas and Pinell Shared Reading</li> </ul> </div>
<b>Interdisciplinary Connections</b>	<b>Integration of Technology through NJSLs</b>
<ul style="list-style-type: none"> <li>● Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies.</li> <li>● In Social Studies discuss routines in the community</li> <li>● Understand what it means to “read close” in social studies, science, and foreign language.</li> <li>● Offer short, nonfiction picture books and nonfiction articles on science, social studies, and foreign language related activities to encourage building background knowledge and independent reading about topics of interest to students.</li> <li>● Encourage students to respond to texts in their specific subject area notebooks as they reflect on what they have been reading.</li> <li>● Highlight texts, themes, and reflections that connect to themes related to the Holocaust; i.e. power, bullying, empathy, and social activism.</li> </ul>	<ul style="list-style-type: none"> <li>● Create a word study word sort in Inspiration.</li> <li>● Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>● Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>● Use document camera or overhead projector for shared reading of texts.</li> </ul> <p>Ongoing:</p> <ul style="list-style-type: none"> <li>● Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>● Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>● Use document camera or overhead projector for shared reading of texts.</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>● Use Microsoft Word, Inspiration, or Smart Board Notebook software to write the words from their word sorts.</li> <li>● Use Inspiration to create a double timeline looking at plot events and character motivation.</li> </ul>
<b>Integration of 21st Century Themes and Skills</b>	<b>Media Literacy Integration</b>
<ul style="list-style-type: none"> <li>● Financial, Economic, Business, and Entrepreneurial Literacy</li> <li>● Civic Literacy</li> <li>● Health Literacy</li> <li>● Social Justice Literacy</li> <li>● Creativity and Innovation</li> </ul>	<ul style="list-style-type: none"> <li>● Ask students to look for specific things when they view videos or read print material, and then ask questions about those items</li> <li>● Build on the intuitive knowledge students have gained from media about the story and character</li> <li>● Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic</li> </ul>

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Grade 3 Scope and Sequence

<ul style="list-style-type: none"> <li>• Critical Thinking and Problem Solving Communication and Collaboration Information Literacy</li> <li>• Media Literacy</li> <li>• Life and Career Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Use print materials to practice reading and comprehension skills</li> </ul>
Career Education	Global Perspective
<ul style="list-style-type: none"> <li>• <a href="#">New Jersey Educational Field Trip</a></li> <li>• <a href="#">Connect With Rick Riordan</a></li> <li>• <a href="#">Author Visit Kit</a></li> <li>• <a href="#">Authors Who Skype</a></li> </ul>	<ul style="list-style-type: none"> <li>• National Hispanic-Latino Heritage Month</li> <li>• National Disability Employment Awareness Month</li> <li>• National American Indian Heritage Month</li> <li>• Black History Month</li> <li>• National Women's History Month,</li> <li>• National Irish-American Heritage Month</li> <li>• National Italian American Heritage Month</li> <li>• Asian Pacific American Heritage</li> <li>• Older Americans' Month</li> <li>• Jewish American Heritage Month</li> <li>• Week of Respect</li> <li>• Red Ribbon Week</li> <li>• International Dot Day (September 16)</li> </ul>
Bend/Goals	Teaching Points
<p><b>Bend 1: Understanding the Mystery</b>  <i>(Session 1: Whodunit? Drawing on All We Know about Solving Mysteries to Read Mysteries)</i></p> <p><i>(Session 2: Mystery Readers Try to Solve the Mystery before the Crime Solver Does)</i></p> <p><i>(Session 3: Mystery Readers Do a Special Kind of Predicting / Suspects, Opportunities, and Motives)</i></p>	<ul style="list-style-type: none"> <li>• <b>(pg. 7) Today I want to teach you that once a reader realizes that a book is a mystery, that reader first asks, “What’s the mystery here?” and then asks, “Who is the crime solver?”</b> <ol style="list-style-type: none"> <li>1. Look over the title, the back blurb—the book orientation work you learned to do earlier this year.</li> <li>2. Ask yourself the questions that mystery solvers always ask, “What’s the mystery here? Who is the crime solver?”</li> <li>3. Turn and talk about what you are noticing.</li> <li>4. Start reading.</li> </ol> </li> <li>• <b>(pg. 15) Today I want to teach you that mystery readers try to solve the mystery before the crime solver does. To do this, mystery readers pay close attention to the story details that might be clues and then use those clues to help them figure out the mystery, to predict the solution.</b> <ol style="list-style-type: none"> <li>1. Read suspiciously, almost like we are the detective.</li> <li>2. Look for clues that could help us figure out the mystery, clues that could help us predict <i>how</i> it will turn out.</li> <li>3. Jot down your clues.</li> </ol> </li> <li>• <b>(pg 29) Today I want to teach you that when reading a mystery, the only way readers can predict, the only way they can think <i>forward</i> so as to figure out who did the crime is to think <i>backward</i>. Mystery readers pause and think back about what they know about each character to consider, “Might he be a suspect? Might she?”</b> <ol style="list-style-type: none"> <li>1. Any time you are reading mysteries your brain should be on high alert, constantly looking for possible clues and making predictions.</li> <li>2. Collect your thoughts about each suspect and specifically about his motives and opportunity.</li> </ol> </li> </ul>

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	<p>3. Ask yourself, “Did any of the people in the story have any possible motives for committing the crime? Did any have the opportunity to do it? And how <i>might</i> they have committed the crime?”</p> <ul style="list-style-type: none"> <li>• (pg. 40) Today I want to teach you that you <i>will</i> come to tricky parts of books—or start new books that feel tricky. When you notice a text that feels tricky, you cannot just sit back and do nothing. You need to take action and use strategies to deal with the problem!             <ol style="list-style-type: none"> <li>1. When you come across something tricky you have to think about what <i>action</i> could take place to deal with the problem.</li> <li>2. As you read today, think hard about what kinds of parts are tricky and what to do when you encounter those.</li> <li>3. Talk with your partner about those parts and try to invent even more strategies together.</li> </ol> </li> <li>• (pg. 53) The question we’ll be exploring is this: When a reader writes skillfully to think more about reading, what would that writing look like?             <ol style="list-style-type: none"> <li>1. Start reading and have a plan for what you would try to look for—suspects, important parts, clues. (create a class chart )</li> <li>2. Write about your reading:                 <ol style="list-style-type: none"> <li>a. Make a quick list of suspects.</li> <li>b. Jot a timeline of important events.</li> <li>c. Sketch a map and mark where the suspect goes.</li> <li>d. List page numbers of where there are good clues.</li> </ol> </li> </ol> </li> <li>• (pg. 62) Today I want to teach you that just as great detectives usually don’t work alone and often depend on a partner to solve crimes, great readers of mysteries also often depend on a partner to discuss theories and solve mysteries.             <ol style="list-style-type: none"> <li>1. When you talk to your partners today, be sure to mark spots in your book that you might want to talk about.</li> <li>2. Push yourself to read lots of pages so you have new things to share and remember strategies you invented to help figure out tricky parts of the reading.</li> <li>3. Collaborate with a co-detective: (<i>ask each other questions, retell a little bit, ask for help at confusing parts, reread a bit together, share strategies that work, use book talk, reflect on your goals, and study post-its</i>)</li> </ol> </li> <li>• (pg. 70) Today I want to teach you that if your mystery is a looooong book—if any book seems long—it helps to have strategies for remembering what you’ve already read, which will help you hold onto the story as you read on. Sometimes readers pause at the ends of chapters to think, “What’s the main event that happened? Are there small details that <i>really</i> matter?”             <ol style="list-style-type: none"> <li>1. Flip back through the chapter you recently finished. Remind yourself of all that happened.</li> <li>2. Now think, “What’s the big event here?” Jot your retell on a Post-it, and remember to make sure your big events are connected to the characters’ traits or wants, the problem or solution.</li> </ol> </li> </ul>
(Session 4: When the Going Gets Tough, Readers Need Strategies)	
(Session 5: Thoughtful Writing and Talking about Reading)	
(Session 6: Mystery Readers, Like Crime Solvers, Often Collaborate with Partners to Solve Mysteries)	
(Session 7: Holding Onto the Mystery, Even When the Book Is Long and Tricky)	

<p><b>Bend II: Raising the Level of Mystery Reading</b>  <i>(Session 8: How Mystery Books Go / Patterns and Common Characteristics)</i></p> <p><i>(Session 9: Reading on, Influenced by Knowing How Mysteries Usually Go)</i></p> <p><i>(Session 10: Raising the Level of Partner Talk)</i></p> <p><i>(Session 11: The Red Herring / Throwing Readers and Detectives Off the Right Track)</i></p>	<p>3. Pause to retell (main event, details that matter).</p> <ul style="list-style-type: none"> <li>• <b>(pg. 83) Today we will start a giant investigation into mystery books. We'll think about mystery books and ask, "What's the same across all mysteries? How do mystery books go?"</b> <ol style="list-style-type: none"> <li>1. To investigate what's the same across all mysteries, you will need to read <i>a lot</i> of mysteries.</li> <li>2. Ask yourself, "What's the same across all mystery books?" Think of one idea, test your theory, and jot it down in your notebook.</li> <li>3. Share your observations pointing to the exact passages in texts to show your evidence about mystery books.</li> </ol> </li> <li>• <b>(pg. 91) Once a reader figures how a kind of book is apt to go, that knowledge helps the reader read differently. For example, the reader who knows there are places in a mystery where people act in suspicious ways, looks out for suspicious behavior. Your knowledge of how mysteries tend to go will give you almost a "Look-for List" that channels you to look for specific things at the start of a mystery, in the middle of a mystery, and at the end of mysteries.</b> <ol style="list-style-type: none"> <li>1. Remember all the observations you made about how mysteries tend to go.               <ol style="list-style-type: none"> <li>a. Ask, 'What do all these mysteries have in common?'</li> <li>b. Make up a 'Look-for List' that channels you to look for specific things at the start, middle, and end of mysteries.</li> </ol> </li> <li>2. Now, read ahead and notice how your mystery does and does not fit with the patterns that you noticed.               <ol style="list-style-type: none"> <li>a. <i>(How do mystery books go? They all have a problem, some have a crime, they all have detectives, detectives look for clues, most have sidekicks, co-detectives, or someone to talk to, they have a victim, suspects, some suspects have a motive, there is a witness, and there is a solution by the end).</i></li> </ol> </li> </ol> </li> <li>• <b>(pg. 97) Today I want to remind you that when strong readers run into trouble, they don't just twiddle their thumbs and say, "Oh no! No way." Strong readers know that when they run into trouble, it is a good idea to get help. And a person's partner is that person's "go to" helper.</b> <ol style="list-style-type: none"> <li>1. Support your partner, being understanding and positive. Energize your partner to tackle challenging parts of the text.</li> <li>2. Act like a teacher. Offer tips about strategies for your partner to try out.</li> <li>3. Have a partner conversation. Be there for each other!</li> </ol> </li> <li>• <b>(pg. 105) Today I want to teach you that expert mystery readers are <i>always</i> on the lookout for what mystery writers refer to as "red herrings." When mystery readers notice a clue, they worry that it might not be a real clue, that it might instead be what is called a <i>red herring</i>. Mystery readers know authors use red herrings to throw readers off track, and mystery readers don't let that happen.</b> <ol style="list-style-type: none"> <li>1. When you spot something that looks like a clue and it makes you think someone <i>might</i> be guilty, you don't just say, "I know for <i>sure</i> who did it."</li> <li>2. Pause and think about whether the clue is trustworthy.</li> </ol> </li> </ul>
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<p><i>(Session 12: Finding Hidden Clues)</i></p>  <p><i>(Session 13: What Kind of Mind-Work Does This Mystery Want the Reader to Do?)</i></p>  <p><i>(Session 14: Self-Assessment, Goals, and Practice!)</i></p>	<ul style="list-style-type: none"> <li>• (pg. 116) Today I want to teach you that when you get to the solution of a mystery and it totally surprises you, that's the time to go back and think over the clues you missed along the way. Reviewing missed (hidden) clues helps you read future mysteries in a special way, even more alert than ever to hidden clues.             <ol style="list-style-type: none"> <li>1. Remember red herring clues.</li> <li>2. If a big, new action happens, a clue may have slipped by you.</li> <li>3. Look where many readers may not have noticed: dialogue, jokes, or descriptions of characters for a hint that you missed!</li> <li>4. Think about how details may be connected to other details you thought were unimportant.</li> </ol> </li> <li>• (pg. 126) Today I want to teach you that the text will teach you how to read it. Mystery readers ask, "What kind of mind-work does this text want me to do?" They know that mysteries will sometimes signal, "Read fast," and sometimes, "Read closely, slowly."             <ol style="list-style-type: none"> <li>1. Whenever you read, turn your brain on high power and think, "What mind-work is this part of the text signaling me to do?"</li> <li>2. Ask yourself, "Should I gallop along, turning pages, reading forward? Or, is this part signaling me to slow down, to closely read, or reread?"</li> <li>3. Remember, mysteries are written with signals telling readers what kind of mind-work they want you to do.</li> </ol> </li> <li>• (pg. 135) Today I want to remind you that one of the most powerful ways to improve as a reader is for you to decide that you are going to grow as a reader. Readers think about how they can get stronger as readers, set specific goals, and then work on achieving those goals.  <i>(Note: Show retell jot from Chapter 7, "A Snack and a Solution.")</i> <ol style="list-style-type: none"> <li>1. Work with your partner and look with great care at the learning progression.</li> <li>2. Talk with your reading partner and together think about where the jot belongs on the progression, and think about how the writer might revise the work to make it a notch better.</li> <li>3. Remember, if you want to get better at something be ready to self-assess, set goals, and most importantly practice.</li> </ol> </li> </ul>
<p><b>Bend III: Reading Mysteries Can Help You Read Any Kind of Fiction</b></p> <p><i>(Session 15: Readers Apply the Work of One Kind of Fiction to All Fiction)</i></p>	<ul style="list-style-type: none"> <li>• (pg. 143) Today I want to teach you that the reason to become a skilled reader of mysteries is this: the way a person reads mysteries really well is the way a person reads <i>any</i> fiction book really well.             <ol style="list-style-type: none"> <li>1. Read a bit of the book with the same alertness that you brought to mysteries.</li> <li>2. Ask yourself, "What might the mysteries be in this book?"</li> <li>3. Think, "If my goal is to read this book like I read mysteries, trying to figure things out, what might I be trying to figure out?"</li> <li>4. If it turns out this book isn't a good fit, go to the classroom library to find another book.</li> </ol> </li> </ul>

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Reading Workshop	Grade: 3
<p><b>Unit 3: Reading to Learn – Grasping Main Ideas and Text Structures</b></p> <p><b>Unit Description: Nonfiction (Expository &amp; Narrative)</b></p> <p>This unit aims to introduce students to a brand new genre in reading this year- non-fiction. This unit allows students the opportunity to move into the world of the water cycle and whales, spaceships and skateboarding. Students will leap into a new section of the library and gain enjoyment and excitement over informative reading not only from books, but from maps, newspapers, brochures, blogs, photographs, websites, and magazine clippings as well. Much of this work is based on <i>Reading to Learn: Grasping Main Ideas and Text Structures</i> from <i>Units of Study for Teaching Reading</i> Grade 3. What follows in this curriculum, is a trajectory that focus on expository texts, reading with clarity, depth and power, stretching what may be one lesson from the book into several days of teaching and learning.</p> <p>This unit spotlights skills and habits essential to a reader of expository nonfiction: determining importance and finding the main idea and supportive details; questioning and talking back to text; figuring out and using new content specific vocabulary; and applying analytical skills to compare and contrast, rank or categorize. For this unit, students need to be matched to texts in nonfiction, just as they have been match to fiction text all year. However, in matching students for this unit, you need to consider both level and interest or topic. There is some research that suggests when children read nonfiction, they should read slightly below a level in which they read fiction. Although that does not apply when a child has a tremendous amount of background knowledge about the topic. Books in your library should have clear infrastructure of headings and subheadings, and having multiple copies of some texts would be a wonderful way in promoting partnership work.</p> <p>Throughout this unit, it is also strongly suggested that students still maintain a fictional reading life for at least 15 minutes a day either in school or at home. Before the unit begins it is enormously helpful to establish some baseline data on what your kids can (and can't yet) do as readers of nonfiction texts. You'll want to give a performance assessment before you begin this unit (See pages 209-214 in Reading Pathways Grades 3-5 Performance Assessments and Learning Progressions by Lucy Calkins). This work will give you and your students a clear path forward.</p> <p><b>Big Ideas: Course Objectives / Content Statement(s)</b></p> <ul style="list-style-type: none"> <li>● Explore both expository and narrative non-fiction texts</li> <li>● Identify main ideas and details</li> <li>● Read deeply about one topic/subject to become an expert</li> </ul>	
<b>NJ Student Learning Standards</b>	
<p><b>Writing Standards</b></p> <p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <p>W.3.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic.</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) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>Reading Standards</b></p> <p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p>	

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- RF.3.4 Read with sufficient accuracy and fluency to support comprehension.
- 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.
- RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- 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.3.6 Distinguish their own point of view from that of the author of a text.
- 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.3.8 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.
- 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.
- 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 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 each successive part builds on earlier sections.
- 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.

#### **Speaking and Listening Standards**

- SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- 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.3.3 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.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

#### **Language Standards**

- L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- A. Use sentence-level context as a clue to the meaning of a word or phrase.
  - B. Determine the meaning of the new word formed when a known affix is added to a known word (*e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, beat/prebeat*).
  - C. Use a known root word as a clue to the meaning of an unknown word with the same root (*e.g., company, companion*).
  - D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- A. Distinguish the literal and nonliteral meanings of words and phrases in context (*e.g., take steps*).
  - B. Identify real-life connections between words and their use (*e.g., describe people who are friendly or helpful*).
  - C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (*e.g., knew, believed, suspected, heard, wondered*).
- 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*).

#### **NJSLS from other subject(s)**

##### **8.1 Educational Technology**

##### **8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming**

##### **Career Ready Practices**

##### **9.1 Personal Finance Literacy**

##### **9.2 Career Awareness, Exploration, and Preparation**

##### **Careers (Description of a career that relates to this unit)**

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Essential Questions	Enduring Understandings
What provocative questions will foster inquiry, understanding, and transfer of learning?	What will students understand about the big ideas?
<ul style="list-style-type: none"><li>How can I read expository nonfiction texts in such a way that I can determine what is most important and consolidate information and ideas?</li><li>How can I read narrative nonfiction texts in such a way that I can identify story elements and read through different lenses?</li><li>How can I organize a rich nonfiction reading life for myself so that I read nonfiction often, and live towards goals that I set for myself as a nonfiction reader?</li><li>Can I use nonfiction reading strategies to ‘get’ what expository texts are saying – to grasp the central ideas and supporting details?</li><li>Can I use a boxes-and-bullets, expository text structure to help me organize my understanding of the texts I read?</li><li>Even though my mind will often be full of all that I have learned while reading, can I leave space in my mind, and time in my reading to grow ideas about the content? Can I push my thinking so that I elaborate on those ideas?</li></ul>	<p>Students will understand that...</p> <ul style="list-style-type: none"><li>Readers understand key ideas and details.</li><li>Readers not only read on to seek answers, but think over everything they have read so far and synthesize it with everything they already know.</li><li>Readers learn concrete ways to notice where in the context of the word the definition is likely to appear and actively adopt the technical lingo of whatever subject about which they’re reading.</li><li>Readers use the following skills while reading a nonfiction text set: synthesizing to determine the main idea, questioning and reacting, and figuring out challenging vocabulary.</li></ul>
Evidence of Learning (Assessments)	Accommodations and Modifications
<div>Formative Assessments:</div> <ul style="list-style-type: none"><li>Learning Progressions (Grades 2-8)</li><li>Project Read Assessments</li><li>Writing about reading</li><li>Readers’ notebooks</li><li>Teacher-created performance assessment</li><li>Book club talks</li><li>Student reflections</li><li>Conferences and small groups</li></ul> <div>Summative Assessments:</div> <ul style="list-style-type: none"><li>Learning Progressions (Grades 2-8)</li><li><a href="#">TCRWP Reading Assessment</a></li></ul> <div>Benchmark Assessments:</div> <ul style="list-style-type: none"><li>Nonsense Words</li><li><a href="#">Teachers College Running Records</a></li><li><a href="#">Letter Sound ID</a></li><li><a href="#">High Frequency Word Assessment</a></li></ul>	<div>Special Education:</div> <ul style="list-style-type: none"><li><a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li><li><a href="#">Subgroup Accommodations and Modifications</a></li><li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li></ul> <div>Differentiation:</div> <ul style="list-style-type: none"><li>Preview content and concepts</li><li>Behavior management plan</li><li>Highlight text</li><li>Small group setting</li></ul> <div>High-Prep Differentiation:</div> <ul style="list-style-type: none"><li>Alternative formative and summative assessments</li><li>Guided Reading</li><li>Personal agendas</li><li>Project-based learning</li><li>Tiered activities/assignments</li><li>Varying organizers for instructions</li></ul> <div>Low-Prep Differentiation:</div> <ul style="list-style-type: none"><li>Clubbing activities</li><li>Exploration by interest</li><li>Flexible groupings</li></ul> <div>Suggested Lessons for Differentiation with Small Groups:</div> <div>Bend I</div>

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<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>• F &amp; P Running Records</li> <li>• Scholastic Running Records</li> <li>• BeBop Books for running records</li> <li>• G &amp; T Assessments: Sages-2 Screening Assessment for Gifted Elementary: Mathematics/Science Language Arts/Social Studies</li> <li>• Reasoning</li> <li>• Yopp-Singer test of Phoneme Segmentation</li> <li>• Sentence-Writing Grade Placement Test</li> <li>• Linguistics Phonemic Awareness Screener</li> <li>• Linguistics Decoding Pre/Post Test</li> <li>• Dyslexia Screener</li> <li>• PRIM checklist</li> <li>• <i>LLI; Test Preparation Lesson Framework F&amp;P levels</i></li> </ul>	<p>3- Grasping Main Ideas in Nonfiction Texts  4- Becoming Experts and Teaching Others from Nonfiction Texts  5- Tackling Complexity  6- Getting Better Requires Clear Goals and Deliberate Work  <b>Bend II</b>  7- Reading for Significance  9- Distinguishing Your Own Opinion from That of the Author  <b>Bend III</b>  11- Using Text Structure to Hold On to Meaning in Narrative Nonfiction  12- Summarizing Narrative Nonfiction  13- Tackling Hard Words That Complicate Meaning  15- Seeking Underlying Ideas in True Stories  17- Identifying When a Text is Hybrid Nonfiction and Adjusting Accordingly</p> <p><b>English Language Learners:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 2: Curriculum for ELL</a></li> <li>• <a href="#">ESL 3-5</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Students at Risk for Failure:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Students with 504 Plans</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modification</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
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Core Instructional and Supplemental Materials Professional Resources:	Core Instructional, Supplemental, Instructional, and Intervention Resources
<div data-bbox="289 329 1031 394"> <b>Core Professional Resources:</b> </div> <ul style="list-style-type: none"> <li>• Nonfiction reading to learn: grasping main ideas and text structures Lucy Calkins</li> <li>• 2019-20 Teachers College Calendar, Third Grade, Nonfiction reading to learn: grasping main ideas and text structures.</li> <li>• <a href="#">2019-20 Teachers College Calendar</a></li> <li>• Florham Park <a href="#">ELA PD Sharing Website</a></li> <li>• <a href="#">The Reading Strategies Book</a> by Jen Serravallo</li> <li>• <a href="#">Prompting Guide</a></li> <li>• <a href="#">Writing Resources and Scope and Sequences</a></li> <li>• <a href="#">Units of Study Online Resources</a></li> </ul> <div data-bbox="289 686 1031 751"> <b>Supplemental Professional Resources:</b> </div> <ul style="list-style-type: none"> <li>• <a href="#">Leveled Literacy Intervention Kits</a></li> <li>• <a href="#">When Readers Struggle - Teaching What Works - Irene Fountas and Gay Su Pinnell</a></li> <li>• <a href="#">Rubric for Assessing a Retell on a Reading Level Assessment - Levels A-Z (Teachers College)</a></li> <li>• <a href="#">Benchmarks for Oral Fluency Rate - Words Per Minute (Teachers College)</a></li> <li>• <a href="#">Primm Book</a></li> <li>• <a href="#">Prompting Guide Part 1 - For Oral Reading and Early Writing</a></li> <li>• <a href="#">Prompting Guide Part 2 - For Comprehension : Thinking, Talking, Writing</a></li> <li>• <a href="#">Reading Strategies Book - Jennifer Serravallo</a></li> <li>• Florham Park <a href="#">ELA PD Sharing Website</a></li> <li>• <a href="#">Conferring Menus</a></li> <li>• <a href="#">Conferring Curriculum</a></li> </ul>	<div data-bbox="1066 329 1927 394"> <b>Core Instructional Resources:</b> </div> <ul style="list-style-type: none"> <li>• Any appropriate grade 3 novel as a read-aloud model to set up the routines</li> <li>• <i>A New View of the Solar System</i>, D.A. Aguilar (Level P)</li> <li>• <i>Life in a Rotten Log</i>, K. Atkinson (Level N)</li> <li>• <i>Inventions: Pop-up Models from the Drawings of Leonardo da Vinci</i> Bark, Jasper; paper engineering, D. Hawcock (Level N)</li> <li>• <i>Planting Stories: The Life of Librarian and Storyteller Pura Belpré</i> by Anika Aldamuy Denise (Level O)</li> <li>• <i>An Introduction to Insects</i>, B. Bird &amp; J. Short (Level N)</li> <li>• <i>Linnea's Windowill Garden</i>, C. Bjork &amp; L. Anderson (Level P)</li> <li>• <i>Spotlight on Spiders</i>, D. Clyne (Level N)</li> <li>• <i>Whales</i>, L. Dow (Level N)</li> <li>• <i>Black Holes</i>, H. Couper &amp; N. Henbest (Level N)</li> <li>• <i>Bodies from the Ice: Melting Glaciers and the Recovery of the Past</i>, J.M. Deem (Level N)</li> <li>• <i>Bugwise</i>, P. Hickman (Level N)</li> <li>• <i>Frogs and Toads</i>, B. Kalman (Level N)</li> <li>• <i>Gorillas (Living in the Wild: Primates)</i>, Lori McManus (Level N)</li> <li>• <i>The Weird and Wonderful Octopus</i>, Anna Gratz (Level N)</li> <li>• <i>The Story of Ruby Bridges</i>, Robert Coles (Level O)</li> <li>• <i>Cactus Hotel</i>, Brenda Z. Guiberson (Level M)</li> <li>• <i>George Washington's Breakfast</i>, Jean Fritz (Level P)</li> <li>• Teacher-selected books for book talks and modeling good reader behaviors</li> </ul> <div data-bbox="1066 971 1927 1036"> <b>Supplemental Resources:</b> </div> <ul style="list-style-type: none"> <li>• <a href="#">Conferring Curriculum</a></li> <li>• Florham Park <a href="#">ELA PD Sharing Website</a></li> <li>• <a href="#">Conferring Menus</a></li> <li>• <i>The Art of Shadow Puppets</i> by Dona Rice (Level L)</li> <li>• <i>Environmental Issues Series</i> by Harriet Brundle (Level L)</li> <li>• <i>Space Series</i> by Nancy Dickmann (Level L)</li> <li>• <i>Series: The History of Holidays</i> by Maximilian Smith (Level J)</li> <li>• <i>Adventure in Culture Series</i> by Charles Murphy (Level K)</li> <li>• <i>Unlocking Ancient Civilizations Series</i> by George Cottrell (Level L)</li> <li>• <i>Money Matters Series</i> by Mari Schub (Level L)</li> <li>• <i>My Day Learning Math</i> by Charly Haley (Level J)</li> <li>• <i>Math Storybooks Series</i> by Kim In-Sook (Level J)</li> <li>• <i>Math Counts</i> by Henry Pluckrose (Level J)</li> </ul>

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	<p><b>Intervention Resources:</b></p> <ul style="list-style-type: none"> <li>• Leveled Literacy Intervention Texts</li> <li>• Six Minute Solutions</li> <li>• Fountas and Pinell Guided Reading</li> <li>• Fountas and Pinell Shared Reading</li> </ul>
Interdisciplinary Connections	Integration of Technology through NJSLs
<ul style="list-style-type: none"> <li>• Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies.</li> <li>• In Social Studies discuss routines in the community</li> <li>• Understand what it means to “read close” in social studies, science, and foreign language.</li> <li>• Offer short, nonfiction picture books and nonfiction articles on science, social studies, and foreign language related activities to encourage building background knowledge and independent reading about topics of interest to students.</li> <li>• Encourage students to respond to texts in their specific subject area notebooks as they reflect on what they have been reading.</li> <li>• Highlight texts, themes, and reflections that connect to themes related to the Holocaust; i.e. power, bullying, empathy, and social activism.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a word study word sort in Inspiration.</li> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> </ul> <p>Ongoing:</p> <ul style="list-style-type: none"> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>• Use Microsoft Word, Inspiration, or Smart Board Notebook software to write the words from their word sorts.</li> <li>• Use Inspiration to create a double timeline looking at plot events and character motivation.</li> </ul>
Integration of 21st Century Themes and Skills	Media Literacy Integration
<ul style="list-style-type: none"> <li>• Financial, Economic, Business, and Entrepreneurial Literacy</li> <li>• Civic Literacy</li> <li>• Health Literacy</li> <li>• Social Justice Literacy</li> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem Solving Communication and Collaboration Information Literacy</li> <li>• Media Literacy</li> <li>• Life and Career Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to look for specific things when they view videos or read print material, and then ask questions about those items</li> <li>• Build on the intuitive knowledge students have gained from media about the story and character</li> <li>• Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic</li> <li>• Use print materials to practice reading and comprehension skills</li> </ul>
Career Education	Global Perspective
<ul style="list-style-type: none"> <li>• <a href="#">New Jersey Educational Field Trip</a></li> <li>• <a href="#">Connect With Rick Riordan</a></li> <li>• <a href="#">Author Visit Kit</a></li> <li>• <a href="#">Authors Who Skype</a></li> </ul>	<ul style="list-style-type: none"> <li>• National Hispanic-Latino Heritage Month</li> <li>• National Disability Employment Awareness Month</li> <li>• National American Indian Heritage Month</li> <li>• Black History Month</li> <li>• National Women’s History Month,</li> <li>• National Irish-American Heritage Month</li> <li>• National Italian American Heritage Month</li> </ul>

	<ul style="list-style-type: none"> <li>• Asian Pacific American Heritage</li> <li>• Older Americans' Month</li> <li>• Jewish American Heritage Month</li> <li>• Week of Respect</li> <li>• Red Ribbon Week</li> <li>• International Dot Day (September 16)</li> </ul>
Bend/Goals	Teaching Points
<p><b>Bend I: Determining Importance in Expository Texts</b> (Session 1: Previewing Nonfiction)</p> <p>(Session 2: Looking for Structure within Nonfiction Texts)</p> <p>(Session 3: Grasping Main Ideas in Nonfiction Texts)</p>	<ul style="list-style-type: none"> <li>• (pg. 7) <b>Today I want to teach you that nonfiction readers get ready by revving up their minds. Even before they start reading a text, they preview it, identify the parts, and think about how the book might go.</b> (See chart pg.7)             <ol style="list-style-type: none"> <li>1. Readers ask themselves, "What is this text about? What are its parts, and how do its parts go together?"</li> <li>2. Read Text Features (Titles, subtitles, photos, etc)                 <ol style="list-style-type: none"> <li>a. Think, "What will this text mostly be about? What will it probably say? What do I already know about this topic?"</li> </ol> </li> <li>3. Notice subtopics that seem important.</li> </ol> </li> <li>• (pg. 16) <b>Today I want to teach you that readers of expository texts pause when reading to make little summaries in their mind. In this class, we sometimes refer to these summaries as boxes and bullets. Doing this helps readers take in and remember the important things in a text. (Add to Anchor Chart To Learn from Expository Texts) <u>*THIS LESSON IS CRITICAL FOR 3RD GRADE AND MAY NEED TO BE REPEATED A FEW TIMES WITH DIFFERENT TEXTS AND IN SOCIAL STUDIES AND SCIENCE*</u></b> <ol style="list-style-type: none"> <li>1. When you come to the end of a chunk or section of a text, pause and say to yourself, "What did I just read?"</li> <li>2. You can come up with little summaries of the important stuff by jotting a quick outline or using your hand. Your palm reminds you of the main idea, and as you touch your fingers, you remember the supporting details. (<i>Teacher models this.</i>)</li> <li>3. Another way to remember the main idea and supporting detail is to use "boxes and bullets"                 <ol style="list-style-type: none"> <li>a. We write the main idea and draw a box around it.</li> <li>b. Then, bullet each supporting detail under the box (<i>see pg. 17</i>)</li> </ol> </li> </ol> </li> <li>• (pg. 28) <b>Today I want to remind you that readers organize the bits of information in a nonfiction text into categories, especially when there aren't subheads. Sometimes texts have pop out sentences that alert them to the big subtopics, the main ideas, and sometimes readers just need to think and figure out how the information is organized. (Add to anchor chart during Link)</b> <ol style="list-style-type: none"> <li>1. Remember we know that after reading a chunk of text, we think over what we read and make a summary with main ideas and details or boxes and bullets.</li> <li>2. Review your boxes and bullets and ask, "How can I put all these into categories What are the bigger categories here?"</li> <li>3. Reread pop out sentences, and ask, "Is there a teaching point that pops out, and seems really big and important?"</li> </ol> </li> </ul>

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<p><i>(Session 4: Becoming Experts and Teaching Others from Nonfiction Texts)</i></p>	<ul style="list-style-type: none"> <li>• (pg. 39) <b>Today I want to teach you that when readers read nonfiction texts, they can become experts, and they can teach others what they know. To teach someone, a reader needs to know the main ideas and the supporting details. It helps to use an explaining voice and gestures and to use a teaching finger to point out illustrations.</b> (Model through <i>Frogs and Toads</i> by Bobbie Kalman and Tammy Everts.)             <ol style="list-style-type: none"> <li>1. To teach others, we need to know the main ideas and supporting details. Readers think about the main idea and details to teach others the gist.</li> <li>2. Use an explaining voice, gestures, and a teaching finger to point out charts, illustrations, and diagrams to help teach others. (<i>Teacher “teaches” students about frogs by stating the main idea and supporting details using the information in #1 and #2 above, then ask students what methods they observed.</i>)</li> <li>3. Use gestures</li> <li>4. Use a teaching finger to point out charts, illustrations, and diagrams to help explain.</li> </ol> </li> </ul>
<p><i>(Session 5: Tackling Complexity)</i></p>	<ul style="list-style-type: none"> <li>• (pg. 49) <b>Today I want to teach you that when readers read expository nonfiction and come up with what they think the main idea of the passage or part of the passage is, they expect it to be revised as they continue to read. The main idea is often revised by becoming either more specific or more general.</b> <ol style="list-style-type: none"> <li>1. We read the text and look at pictures to help us come up with a main idea.</li> <li>2. We jot down the main idea in pencil - as we read, this main idea may change.</li> <li>3. As we continue to read and look at all the text features, there may come a time when we as readers, need a second main idea statement or need to change the original main idea.</li> <li>4. Readers ask themselves, “Does this new part of the text fit with - or extend - the part I was just reading, or is this a new thing?”</li> </ol> </li> </ul>
<p><i>(Session 6: Getting Better Requires Clear Goals and Deliberate Work)</i></p>	<ul style="list-style-type: none"> <li>• (pg. 54) <b>Today I want to remind you that when you are working to get better with a skill, it helps to take stock of your progress periodically and to set new goals for yourself. Becoming more skilled as a reader requires that you have very clear goals and plans for reaching those goals.</b> We can assess our Main Idea and Detail notes by:             <ol style="list-style-type: none"> <li>1. Re-reading what we wrote!                 <ol style="list-style-type: none"> <li>a. Will you look at your work and think about what you did as you read that text and ask yourself:                     <ol style="list-style-type: none"> <li>i. “Can I say what the text I read is mostly about in a sentence?”</li> <li>ii. “Can I think of related points that are specific and detailed?”</li> </ol> </li> </ol> </li> <li>2. Review the Main Idea progression and see where your jot falls!</li> <li>3. Set a goal for what you can do better! “Readers, will you and your partner talk about the parts of this that you still need to work on?”</li> </ol> </li> </ul>

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**Bend II: Lifting the Level of Thinking about Expository Texts**

*(Session 7: Reading for Significance)*

*(Session 8: Reading Differently because of Conversations)*

*(Session 9: Distinguishing Your Own Opinion from That of the Author)*

- (pg. 64) **Today I want to teach you that the difference between a boring text and a fascinating text is *not* the text itself, but the person reading it. To be a fabulous nonfiction reader, you need to be the kind of person who finds the world to be a fascinating place.**
  1. Make a choice- (The reason we read nonfiction is to learn. We have a choice in life - we can walk through our days as curmudgeons - or as learners. Your decision will transform you as a reader)

Readers, let's practice this. Get into small groups and study this object. Look at it as a curmudgeon would. Share with your group the boring things you see.

  2. Become a learner. Look at the object again and approach it in a curious, thoughtful way. (Tell others what interesting things you see.)
  3. Keep reading to find something interesting! If the text seems boring, stop, and reread trying to see the text through the eyes of a learner with brains turned on.

See Chart – pg. 65 Fig. 7-1  
 “Places Worth Stopping and Thinking/Talking/Jotting:”

  - When we learn new information
  - See a strong image
  - Burst with curiosity
  - Meet new words
  - Come to the end of a section
  
- (pg. 72) **Today I want to teach you that readers read differently knowing they're going to be in conversations later. They read, holding conversations in their minds.** *(Teacher Note: refer students to list of prompts from “Talking and Thinking in Response to Our Texts” chart on pg. 73. Students call out a prompt and teacher fills in the prompt elaborating ideas from the example text. Step-by-step instructions on page 73)*
  1. One way to start a conversation is to locate a big idea and talk back to that idea.
  2. Take an interesting point your text is making and try to think more about that.
  3. Use thought prompts to extend thinking about a bit of information: *I can picture how this goes... The weird thing about this is... This makes me think that... But I wonder... It is important to notice that... This reminds me of... You are probably asking\_\_\_, I think perhaps an answer might be... I used to think \_\_\_ but now I'm realizing ...* (chart p. 73)
  
- (pg. 79) **Today I want to teach you that when reading informational texts, skilled readers talk back to the author's idea about a topic. A reader might say, “I see what you are saying but I see things differently.”**
  1. Readers need to notice the author's perspective about a topic before deciding if their own ideas are different or the same.
  2. Usually authors leave clues that can help you figure out their perspective, and your job as a reader is to find these clues.
  3. You can think, “Are there words, phrases, or punctuation that make things either especially positive or especially negative?” *(Teacher Note: using example passage, have students search for the clues of the author's perspective.)*

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<p><i>(Session 10: Lifting the Level of Students' Talk)</i></p>	<ol style="list-style-type: none"> <li>4. Readers notice the word choices that authors make which leak out his or her view. Even though an author doesn't give his/her opinion, by studying the words carefully as a reader you can say, "I agree" or you can say, "I see what you are saying and I disagree."</li> </ol> <ul style="list-style-type: none"> <li>● (pg. 86) <b>Today I want to teach you that learning to talk really well about texts has a lot to do with learning to think well about texts, because in the end, what readers do when they think about a text is they have a conversation in their own mind.</b> <ol style="list-style-type: none"> <li>1. Inquiry ask students this question and co-create a chart of response: When we think about the great conversations we have had in our lives, all the things that made these conversations great can be applied to conversations about texts. <i>(Chart what students think makes conversations great.)</i> Chart (pg. 86) – <i>Qualities of Great Conversations:</i> <ul style="list-style-type: none"> <li>● <i>The listener gets the speaker saying more and more (nods, gestures, emotions).</i></li> <li>● <i>The conversation stays for a while on interesting/important things.</i></li> <li>● <i>The speaker talks about big important stuff and specific concrete details.</i></li> <li>● <i>The conversation ends up going back and forth.</i></li> <li>● <i>New ideas come up.</i></li> <li>● <i>In a text-talk, the text is cited and the talk stays close to the text.</i></li> </ul> </li> </ol> </li> </ul>
<p><b>Bend III: Synthesizing and Growing Ideas in Narrative Nonfiction</b>  <i>(Session 11: Using Text Structure to Hold On to Meaning in Narrative Nonfiction)</i></p>	<ul style="list-style-type: none"> <li>● (pg. 92) <b>Today I want to teach you that just as fishermen use different hooks for different fish, readers use different ways of reading depending on if a nonfiction text is an expository text or a story. Readers of nonfiction stories use their knowledge of how stories go to organize their understanding of the text.</b> (Add to anchor chart during Link)  <i>(Read aloud a narrative nonfiction book and recruit students to join you in listening for the familiar elements of a story.)</i> <ol style="list-style-type: none"> <li>1. You already know that nonfiction readers have ways to get ready to read, and today we will add a new way. Nonfiction readers ask, "What sort of text is this?"</li> <li>2. Readers must decide if the text is a narrative nonfiction text (a story) or is it expository before doing anything else.</li> <li>3. <i>Chart: Rev Up Your Mind Before Reading Nonfiction (pg. 93)</i> <ul style="list-style-type: none"> <li>● <i>Think, "What sort of text is this?"</i></li> <li>● <i>Read text features and think, "What will this mostly be about? What parts, subtopics?"</i></li> <li>● <i>Recall prior knowledge and build expectations.</i></li> </ul> </li> <li>4. Remember readers, that expository nonfiction text is organized as categories of ideas. When reading a nonfiction story, it really helps to reach for the storyline, buried under the facts.</li> <li>5. Readers of a nonfiction story can retell it and talk about the characters - their traits and wants, and retell the important events using sequence words, or talk about the problem and the solution. We will read nonfiction stories in the same way as we read literature.</li> <li>6. When we read nonfiction stories we will be thinking, "What does the main character want? What gets in the way of him getting what he wants?"</li> </ol> </li> </ul>

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<p>(Session 12: Summarizing Narrative Nonfiction)</p>	<ul style="list-style-type: none"> <li>• (pg. 101) <b>Today I want to teach you that when readers read a true story about a person or an event in history, they usually know from the start why the person or event is famous. They know LeBron James is famous for basketball. They know the end of the story. This clues readers into the details that will turn out to be important because they relate to the climactic ending.</b> <i>(Model reading and using your knowledge of why that person is famous to determine which details are important and which are not. For example, him being the 1st high school player to be on the cover of Sports Illustrated versus eating cereal every morning.)</i> <ol style="list-style-type: none"> <li>1. Think about why the person is famous and whether is also a theme to their story? (Was there a second goal?)</li> <li>2. Summarize the story by telling the main story and thinking about what the character wants, (in non-fiction the character is the subject)</li> <li>3. Tell about the plotline, and what was important early on and how it connects to what they are known for. What details from their early life fit?</li> <li>4. Add the influences and early signs that the person would turn out that way? Add it to your summary!</li> <li>5. Summarize with the most important details, events, and story line by including all the parts that contribute!</li> </ol> </li> </ul>
<p>(Session 13: Tackling Hard Words that Complicate Meaning)</p>	<ul style="list-style-type: none"> <li>• (pg. 108) <b>Today I want to teach you that nonfiction readers don't just stop when they come across a hard word, but they <i>do</i> stop to figure out tricky parts when they get confused or lose meaning</b> <i>(Model how to solve for an unknown word but also model the process of choosing whether or not to stop and mull over a word or to read on.)</i> <ol style="list-style-type: none"> <li>1. Readers, remember that you already have an armload of strategies to help you figure out tough vocabulary.</li> <li>2. Chart (pg. 108):               <ol style="list-style-type: none"> <li>a. Readers Climb the Hurdle of Hard Words by:                   <ul style="list-style-type: none"> <li>■ Chunking the words and listening for a word they know and a word that makes sense</li> <li>■ Thinking about a story and what is going on</li> <li>■ Asking, "Does it look like a word I know?"</li> <li>■ Asking, "Does it sound like a word I know?"</li> <li>■ Trying out the different sounds a vowel or consonant makes.</li> <li>■ Using textual clues that help figure out the meaning of hard words.</li> <li>■ Using context clues to figure out which noun a pronoun represents.</li> </ul> </li> </ol> </li> </ol> </li> </ul>
<p>(Session 14: Reading Biographies through Different Lenses)</p>	<ul style="list-style-type: none"> <li>• (pg. 112) <b>Today I want to teach you that readers of narrative nonfiction read through different lenses. One lens is the lens of a story. But narrative nonfiction is still nonfiction, which means it is meant to teach. So another lens we can use is the lens of reading-to-learn information.</b> <b>(Add to anchor chart during link, When reading Narrative Non-Fiction)</b> <ol style="list-style-type: none"> <li>1. Pay attention to their traits, obstacles and achievements.</li> <li>2. Pay attention to the person's life story, but to learn more about the world - about events in history, about what life was like during a time period - or to learn about a topic.</li> <li>3. Create a timeline of their life while taking notes about the non-fiction we are learning.</li> </ol> </li> </ul>

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<p>(Session 15: Seeking Underlying Ideas in True Stories)</p>	<ol style="list-style-type: none"> <li>4. Readers could then make boxes-and-bullets notes (and thinking) out of what they were learning just the same as when reading expository nonfiction texts.</li> <li>5. <i>Teacher: Share from a biography about a person's life and traits. In "The Story of Ruby Bridges" by Robert Coles, study a section of text through the lens of reading for information.</i></li> </ol> <ul style="list-style-type: none"> <li>• (pg. 121) <b>Today I want to teach you that in narrative nonfiction, sometimes the author doesn't come right out and tell you the main idea. In a well-written story there is a main idea or a reason to tell the story. It can be helpful to ask, "What did the main subject learn?"</b> <ol style="list-style-type: none"> <li>1. Nonfiction readers have to decide what a text is mainly about. When you read true stories - narrative nonfiction - you have a much harder job to do because the author will often <i>not</i> come right out and say, "This story is mainly about . . ." or "This story teaches the lesson that . . ." (Readers, you need to know that without an idea, what you are reading is just a list of events. It isn't even a story.)</li> <li>2. Ask yourself, "What lesson did the character learn?" (Look for a time when they made a big choice and the lesson learned!)</li> <li>3. Ask, What helped the character make the choice, is there a life lesson for everyone here?</li> </ol> </li> </ul> <p>Chart (pg. 122) <i>Seeking Underlying Ideas in Stories:</i></p> <ul style="list-style-type: none"> <li>• When you wrote personal narratives, you stretched out the heart of the story. Most authors do that. Parts that are stretched out can give clues about big lessons or ideas in the story.</li> <li>• Ask yourself, "What lesson did the character learn?"</li> <li>• If you find a time in the story when the main character made a big choice, usually there is a lesson attached to that choice.</li> <li>• Ask yourself, "When the character meets challenges, what helps? Is there a life lesson for everyone in this?"</li> </ul>
<p>(Session 16: Bringing Your Narrative Nonfiction Lenses to a Broader Range of Text)</p>	<ul style="list-style-type: none"> <li>• (pg. 132) <b>Today I want to teach you that readers use strategies they've developed for reading biographies on <i>any</i> text that is narrative nonfiction. They read books about the life story of a lobster or about the colonists coming to Plymouth – just as they read stories thinking about the main character's traits, wants, and struggles. (Mentor Text: Cactus Hotel)</b> <ol style="list-style-type: none"> <li>1. Ask, What are some traits of the main character? What does the character want? What are its motivations? Its needs? What are some traits of the main character? (Refer to Narrative NF Chart) , Produce a synthesis of narrative text by leaning on the "Somebody...wanted...but...so..." scaffold.( See chart pg. 133)</li> <li>2. Chart (pg. 132): <i>When Reading Narrative Nonfiction:</i> <ul style="list-style-type: none"> <li>• <i>Read it as a story!</i> <ul style="list-style-type: none"> <li>○ <i>What are...the subject's traits? the subject's motivations? Needs?</i></li> <li>○ <i>What...struggles/threats does the subject face? is the subject known for? ideas/life lessons does it teach?</i></li> </ul> </li> <li>• <i>Read it as information!</i> <ul style="list-style-type: none"> <li>○ <i>What...topics can you learn about? Main ideas, supportive points can you glean?</i></li> </ul> </li> </ul> </li> </ol> </li> </ul>

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Reading Workshop	Grade: 3
<p><b>Unit 4: Character Studies</b></p> <p><b>Unit Description: Character</b></p> <p>This unit will inspire readers to think deeply about and learn from the characters in the books they read. The first part of this unit invites readers to dive into the world of their characters through predicting, envisioning, and reading with fluency. The second half of this unit asks students to notice character’s personality quirks and habits as well as infer to develop ideas about character traits, motivations, troubles, and actions. The final leg of this unit asks students to learn alongside of characters asking, “How can we apply these lessons to our own lives?” Much of the work in this unit is derived from <i>Following Characters into Meaning</i> in the series <i>Units of Study for Teaching Reading: A Curriculum for the Reading Workshop, Grades 3-5</i>. However, the final unit is based on <i>Bringing Characters to Life and Developing Essential Reading Skills</i> in <i>Constructing Curriculum</i>, another book in the <i>Units of Study</i> series.</p> <p><b>Big Ideas: Course Objectives / Content Statement(s)</b></p> <ul style="list-style-type: none"> <li>• Envision the characters in a story and “get lost in a book”</li> <li>• Grow theories about characters by reading closely and making inferences</li> <li>• Learn lessons by stepping into the shoes of different characters</li> </ul>	
<b>NJ Student Learning Standards</b>	
<p><b>Writing Standards</b></p> <p>W.3.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</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><b>Reading Standards</b></p> <p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> <li>A. Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>B. Decode words with common Latin suffixes.</li> <li>C. Decode multisyllable words.</li> <li>D. Read grade-appropriate irregularly spelled words.</li> </ul> <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>A. Read grade-level text with purpose and understanding.</li> <li>B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</li> <li>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> <p>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.</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 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>	

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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).

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 comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

**Speaking and Listening Standards**

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- 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).
- C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- D. Explain their own ideas and understanding in light of the discussion.

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.3.3 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.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Language Standards**

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- B. Form and use regular and irregular plural nouns.
- C. Use abstract nouns (*e.g., childhood*).
- D. Form and use regular and irregular verbs.
- E. Form and use the simple (*e.g., I walked; I walk; I will walk*) verb tenses.
- F. Ensure subject-verb and pronoun-antecedent agreement.
- G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- H. Use coordinating and subordinating conjunctions.
- I. Produce simple, compound, and complex sentences.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize appropriate words in titles.
- B. Use commas in addresses.
- C. Use commas and quotation marks in dialogue.
- D. Form and use possessives.
- E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (*e.g., sitting, smiled, cries, happiness*).
- F. Use spelling patterns and generalizations (*e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
- G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Choose words and phrases for effect.
- B. Recognize and observe differences between the conventions of spoken and written standard English.

L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- A. Use sentence-level context as a clue to the meaning of a word or phrase.
- B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- A. Distinguish the literal and nonliteral meanings of words and phrases in context (*e.g., take steps*).
- B. Identify real-life connections between words and their use (*e.g., describe people who are friendly or helpful*).
- C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (*e.g., knew, believed, suspected, heard, wondered*).

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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)	
NJSLS from other subject(s)	
8.1 Educational Technology	
8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming	
Career Ready Practices	
9.1 Personal Finance Literacy	
9.2 Career Awareness, Exploration, and Preparation	
Careers (Description of a career that relates to this unit)	
<div>Essential Questions</div> <div>What provocative questions will foster inquiry, understanding, and transfer of learning?</div>	<div>Enduring Understandings</div> <div>What will students understand about the big ideas?</div>
<div><div></div><div>How do readers get to know a character as a friend?</div><div>How do readers follow a character’s journey?</div><div>How do readers compare and contrast characters across books?</div></div>	<div>Students will understand that...</div> <div><div></div><div>Readers envision and predict what they read and dig deep to get to know a character.</div><div>Readers build theories by reading closely and inferring based on what a character does and how they do it.</div><div>Readers step into the shoes of different characters and pay attention to moments when they face big challenges as well as how they resolve these challenges.</div></div>
<div>Evidence of Learning (Assessments)</div>	<div>Accommodations and Modifications</div>
<div><div>Formative Assessments:</div><div><div></div><div>Learning Progressions (Grades 2-8)</div><div>Project Read Assessments</div><div>Writing about reading</div><div>Readers’ notebooks</div><div>Teacher-created performance assessment</div><div>Book club talks</div><div>Student reflections</div><div>Conferences and small groups</div></div><div>Summative Assessments:</div><div><div></div><div>Learning Progressions (Grades 2-8)</div><div>TCRWP Reading Assessment</div></div><div>Benchmark Assessments:</div><div><div></div><div>Nonsense Words</div><div>Teachers College Running Records</div></div></div>	<div><div>Special Education:</div><div><div></div><div>Curricular Modifications and Guidance for Students Educated in Special Class Settings</div><div>Subgroup Accommodations and Modifications</div><div>Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</div></div><div>Differentiation:</div><div><div></div><div>Preview content and concepts</div><div>Behavior management plan</div><div>Highlight text</div><div>Small group setting</div></div><div>High-Prep Differentiation:</div><div><div></div><div>Alternative formative and summative assessments</div><div>Guided Reading</div><div>Personal agendas</div><div>Project-based learning</div><div>Tiered activities/assignments</div><div>Varying organizers for instructions</div></div><div>Low-Prep Differentiation:</div><div><div></div><div>Clubbing activities</div><div>Exploration by interest</div></div></div>



Grade 3 Scope and Sequence

<ul style="list-style-type: none"> <li>• <a href="#">Letter Sound ID</a></li> <li>• <a href="#">High Frequency Word Assessment</a></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Flexible groupings</i></li> </ul> <p><b>Suggested Lessons for Differentiation with Small Groups:</b></p> <p><b>Bend I</b></p> <p>3- Noticing Patterns, Seeing More: Growing Theories about a Character</p> <p>4- Growing Bigger Thoughts about a Character Asking Why</p> <p>5- Using Theories about Characters to Predict</p> <p><b>Bend II</b></p> <p>9- Readers Notice the Roles Secondary Characters Play in the Main Character’s Journey</p> <p>11- Readers Pay Close Attention to the Climax of a Story, Noticing How the Main Character is Tested</p> <p>12- Readers Notice How a Character Resolves Big Trouble</p> <p>13- Readers Learn Lessons Alongside Their Characters</p> <p>14- Lingering with a Story after It’s Done: Looking Back to Analyze Author’s Craft</p> <p><b>Bend III</b></p> <p>16- Readers Compare the Problems Characters Face—and Their Reactions</p> <p>17- Readers Ask, “What Makes You Say That?” Engaging in Text-Based Mini-Arguments about Characters</p> <p>18- Comparing and Contrasting the Lessons Characters Learn</p>
<p><b>Alternative Assessments:</b></p>	<p><b>English Language Learners:</b></p>
<ul style="list-style-type: none"> <li>• F &amp; P Running Records</li> <li>• Scholastic Running Records</li> <li>• BeBop Books for running records</li> <li>• G &amp; T Assessments:Sages-2 Screening Assessment for Gifted Elementary: Mathematics/Science Language Arts/Social Studies</li> <li>• Reasoning</li> <li>• Yopp-Singer test of Phoneme Segmentation</li> <li>• Sentence-Writing Grade Placement Test</li> <li>• Linguistics Phonemic Awareness Screener</li> <li>• Linguistics Decoding Pre/Post Test</li> <li>• Dyslexia Screener</li> <li>• PRIM checklist</li> <li>• <i>LLI; Test Preparation Lesson Framework F&amp;P levels</i></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3: Curriculum for ELL</a></li> <li>• <a href="#">ESL 3-5</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
	<p><b>Students at Risk for Failure:</b></p>
	<ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
	<p><b>Gifted and Talented</b></p>
	<ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
	<p><b>Students with 504 Plans</b></p>
	<ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modification</a></li> </ul>



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	<ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
Core Instructional and Supplemental Materials Professional Resources:	Core Instructional, Supplemental, Instructional, and Intervention Resources
<p><b>Core Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• Character Study by Lucy Calkins</li> <li>• 2019-20 Teachers College Calendar, Third Grade, Character Study Unit</li> <li>• <a href="#">2019-20 Teachers College Calendar</a></li> <li>• Florham Park <a href="#">ELA PD Sharing Website</a></li> <li>• <a href="#">The Reading Strategies Book</a> by Jen Serravallo</li> <li>• <a href="#">Prompting Guide</a></li> <li>• <a href="#">Writing Resources and Scope and Sequences</a></li> <li>• <a href="#">Units of Study Online Resources</a></li> </ul> <p><b>Supplemental Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Leveled Literacy Intervention Kits</a></li> <li>• <a href="#">When Readers Struggle - Teaching What Works - Irene Fountas and Gay Su Pinnell</a></li> <li>• <a href="#">Rubric for Assessing a Retell on a Reading Level Assessment - Levels A-Z (Teachers College)</a></li> <li>• <a href="#">Benchmarks for Oral Fluency Rate - Words Per Minute (Teachers College)</a></li> <li>• <a href="#">Primm Book</a></li> <li>• <a href="#">Prompting Guide Part 1 - For Oral Reading and Early Writing</a></li> <li>• <a href="#">Prompting Guide Part 2 - For Comprehension : Thinking, Talking, Writing</a></li> <li>• <a href="#">Reading Strategies Book - Jennifer Serravallo</a></li> <li>• Florham Park <a href="#">ELA PD Sharing Website</a></li> <li>• <a href="#">Conferring Menus</a></li> <li>• <a href="#">Conferring Curriculum</a></li> </ul>	<p><b>Core Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>• Any appropriate grade 4 novel as a read-aloud model to set up the routines</li> <li>• <i>The Big Idea Gang Series</i> by James Preller (Level P)</li> <li>• <i>Bink and Gollie Series</i> by Kate DiCamillo and Alison McGhee (Level M)</li> <li>• <i>Click</i> by Kayla Miller (Level P)</li> <li>• <i>Judy Moody Series</i> by Megan McDonald (Level M)</li> <li>• <i>Jake Maddox Girl Sports Stories</i> by Jake Maddox (Level P)</li> <li>• <i>Ruby Lu Series</i> by Lenore Look (Level N)</li> <li>• <i>My Name is Maria Isabel, A. Ada</i> (Level N)</li> <li>• <i>Lily's Purple Plastic Purse</i>, K. Henkes (Level N)</li> <li>• <i>Amazing Grace</i>, M. Hoffman (Level L)</li> <li>• <i>Because of Winn Dixie</i> by Kate DiCamillo (Level R)</li> <li>• <i>Make Way for Dyamonde Daniel</i> by Nikki Grimes (Level P)</li> <li>• Teacher-selected books for book talks and modeling good reader behaviors</li> </ul> <p><b>Supplemental Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Conferring Curriculum</a></li> <li>• Florham Park <a href="#">ELA PD Sharing Website</a></li> <li>• <a href="#">Conferring Menus</a></li> <li>• <i>How Oliver Olson Changed the World</i> by Claudia Mills (Level L)</li> <li>• <i>Nikki and Deja Series</i> by Karen English (Level N)</li> <li>• <i>Oliver Button Is a Sissy</i>, T. dePaola (Level J)</li> <li>• <i>William's Doll</i>, C. Zolotow (Level L)</li> <li>• <i>Dancing in the Wings</i>, D. Allen (Level L)</li> <li>• <i>Officer Buckle and Gloria</i>, P. Rathmann (Level L)</li> <li>• <i>Olivia</i>, I. Falconer (Level J)</li> <li>• <i>Peter's Chair</i> by Ezra Jack Keats (Level J)</li> <li>• <i>The Paperbag Princess</i>, R. Munsch (Level K)</li> </ul> <p><b>Intervention Resources:</b></p>

**Grade 3 Scope and Sequence**

	<ul style="list-style-type: none"> <li>• Leveled Literacy Intervention Texts</li> <li>• Six Minute Solutions</li> <li>• Fountas and Pinell Guided Reading</li> <li>• Fountas and Pinell Shared Reading</li> </ul>
<b>Interdisciplinary Connections</b>	<b>Integration of Technology through NJSLs</b>
<ul style="list-style-type: none"> <li>• Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies.</li> <li>• In Social Studies discuss routines in the community</li> <li>• Understand what it means to “read close” in social studies, science, and foreign language.</li> <li>• Offer short, nonfiction picture books and nonfiction articles on science, social studies, and foreign language related activities to encourage building background knowledge and independent reading about topics of interest to students.</li> <li>• Encourage students to respond to texts in their specific subject area notebooks as they reflect on what they have been reading.</li> <li>• Highlight texts, themes, and reflections that connect to themes related to the Holocaust; i.e. power, bullying, empathy, and social activism.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a word study word sort in Inspiration.</li> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> </ul> <p>Ongoing:</p> <ul style="list-style-type: none"> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>• Use Microsoft Word, Inspiration, or Smart Board Notebook software to write the words from their word sorts.</li> <li>• Use Inspiration to create a double timeline looking at plot events and character motivation.</li> </ul>
<b>Integration of 21st Century Themes and Skills</b>	<b>Media Literacy Integration</b>
<ul style="list-style-type: none"> <li>• Financial, Economic, Business, and Entrepreneurial Literacy</li> <li>• Civic Literacy</li> <li>• Health Literacy</li> <li>• Social Justice Literacy</li> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem Solving Communication and Collaboration Information Literacy</li> <li>• Media Literacy</li> <li>• Life and Career Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to look for specific things when they view videos or read print material, and then ask questions about those items</li> <li>• Build on the intuitive knowledge students have gained from media about the story and character</li> <li>• Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic</li> <li>• Use print materials to practice reading and comprehension skills</li> </ul>
<b>Career Education</b>	<b>Global Perspective</b>
<ul style="list-style-type: none"> <li>• <a href="#">New Jersey Educational Field Trip</a></li> <li>• <a href="#">Connect With Rick Riordan</a></li> <li>• <a href="#">Author Visit Kit</a></li> <li>• <a href="#">Authors Who Skype</a></li> </ul>	<ul style="list-style-type: none"> <li>• National Hispanic-Latino Heritage Month</li> <li>• National Disability Employment Awareness Month</li> <li>• National American Indian Heritage Month</li> <li>• Black History Month</li> <li>• National Women’s History Month,</li> <li>• National Irish-American Heritage Month</li> <li>• National Italian American Heritage Month</li> <li>• Asian Pacific American Heritage</li> <li>• Older Americans’ Month</li> <li>• Jewish American Heritage Month</li> </ul>

		<ul style="list-style-type: none"> <li>• Week of Respect</li> <li>• Red Ribbon Week</li> <li>• International Dot Day (September 16)</li> </ul>
Bend/Goals	Teaching Points	
<p><b>Bend I: Getting to Know a Character as a Friend</b>  <i>(Session 1: Readers Notice How a New Character Talks and Acts)</i></p> <p><i>(Session 2: From Observations to Ideas: Readers Think, “What Is My Character Like?”)</i></p> <p><i>(Session 3: Noticing Patterns, Seeing More: Growing Theories about a Character)</i></p> <p><i>(Session 4: Growing Bigger Thoughts about a Character Asking Why)</i></p> <p><i>(Session 5: Using Theories about Characters to Predict)</i></p>	<ul style="list-style-type: none"> <li>• (pg. 5) <b>Today I want to teach you that when readers begin a new book, they are given some new friends. Readers get to know the characters in the book in much the same way they get to know a new friend, taking notice of how the characters talk and act, discovering what they are like.</b> (Start anchor chart of Getting to Know a Character)  Readers do this by: <ol style="list-style-type: none"> <li>1. Reading, keeping the characters in mind;</li> <li>2. Noticing how the characters talk;</li> <li>3. Noticing how the characters act and what they do</li> </ol> </li> <li>• (pg. 14) <b>Today I want to teach you that once readers have met a new character, they draw on their first observations to come up with an idea about the character.</b> Readers do this by: <ol style="list-style-type: none"> <li>1. Studying what the character says;</li> <li>2. Studying what the character does;</li> <li>3. Thinking, “What does this tell me about the character?”</li> </ol> </li> <li>• (pg. 25) <b>Today I want to teach you that as you read on in a book and learn more about a character, you’ll notice patterns in the things the character does across the story – and you can add on to your initial ideas to come up with a big idea about the character.</b> We do this by: <ol style="list-style-type: none"> <li>1. Rereading/rethinking what we’ve read so far;</li> <li>2. Thinking, “What do I see this character doing again and again?”</li> <li>3. Developing a bigger idea about the character.</li> </ol> </li> <li>• (pg. 35) <b>Today I want to teach you that once readers form a theory about what kind of person a character is, they can dig deeper to ask, “Why is the character this way?”</b> We do this by: <ol style="list-style-type: none"> <li>1. Asking ourselves, “Why might the character be like this?”</li> <li>2. Searching the text for evidence/support;</li> <li>3. Coming up with a deeper theory.</li> </ol> </li> <li>• (pg. 45) <b>Today I want to teach you that a reader’s initial theories about a character are usually the tip of much deeper thinking. Once readers understand a character in deeper ways—once they have a sense of who the character is, what he tends to do again and again, and what he really wants—readers can use this knowledge to predict.</b> We do this by: <ol style="list-style-type: none"> <li>1. Thinking about who the character is;</li> <li>2. Thinking about what matters to him/her;</li> <li>3. Imagining the next scene unfolding – predict!</li> </ol> </li> </ul>	

Revised August 2022

Board Adopted on August 22, 2018

<p><i>(Session 6: Taking Stock and Self Assessing: Looking at Checklists, Noticing Strengths and Weaknesses, and Making New Reading Goals)</i></p>	<ul style="list-style-type: none"> <li>• (pg. 52, last paragraph) <b>Today I want to teach you that readers set clear goals for themselves. Good readers do this by:</b> <ol style="list-style-type: none"> <li>1. Looking at checklists/reading logs;</li> <li>2. Noticing strengths and weaknesses;</li> <li>3. Making new reading goals.</li> </ol> </li> </ul>
<p><b>Bend II: Following a Character's Journey</b>  <i>(Session 7: Stories are Shaped Like a Mountain: Readers Watch Characters Go Up—and Down)</i></p> <p><i>(Session 8: Readers Expect Characters to Face—and React to—Trouble)</i></p> <p><i>(Session 9: Readers Notice the Roles Secondary Characters Play in the Main Character's Journey)</i></p> <p><i>(Session 10: Noticing the Roles Illustrations Play in a Story)</i></p>	<ul style="list-style-type: none"> <li>• (pg. 60) <b>Today I want to teach you that the main character in all stories travels along a story mountain. Readers expect that a character will face a problem that gets bigger and bigger, reaches a turning point, and then is resolved.</b> We do this by:             <ol style="list-style-type: none"> <li>1. Noticing the problem the character faces;</li> <li>2. Watching out for a turning point;</li> <li>3. Identifying the resolution to the problem.</li> </ol> </li> <li>• (pg. 70) <b>Today I want to teach you that readers expect characters to encounter problems in a story. Readers notice what problems characters face and also how they react to these problems.</b> We do this by:             <ol style="list-style-type: none"> <li>1. Noticing the problem the character faces;</li> <li>2. Studying what the character says;</li> <li>3. Looking at how the character reacts.</li> <li>4. Noticing how the character you're meeting has a similar or different approach from other characters</li> </ol> </li> <li>• (pg. 79) <b>Today I want to teach you that readers pay close attention to how the <i>secondary</i> characters in a story help the main character along his or her journey.</b> We do this by:             <ol style="list-style-type: none"> <li>1. Asking, "Why is this character in the story?"</li> <li>2. Considering the role of the secondary character, are they an advisor, friend, or challenger;</li> <li>3. Thinking about how this character affects the main character.</li> </ol> </li> <li>• (pg. 88) <b>*Inquiry Lesson* (Pose a question and ask students to help determine the answer in an exploratory fashion). Today I want to teach you that pictures in a book do as much work as the words to help the reader see the character's journey. The questions we'll be exploring are, "Why might authors include illustrations?" and "What do pictures contribute or add to the stories?" (Mentor text: Peter's Chair)</b>              Possible chart to co-create with students: We do this by studying the illustrations to see:             <ol style="list-style-type: none"> <li>1. How a character is feeling;</li> <li>2. How the characters interact;</li> <li>3. How the main character moves along the story mountain.</li> <li>4. Indicate trouble/tension</li> <li>5. Paint a picture of the setting</li> <li>6. Reveal the mood/feeling of the scene</li> </ol> </li> </ul>

Board Adopted on August 22, 2018

<p><i>Differences)</i></p> <p><i>(Session 16: Readers Compare the Problems Characters Face—and Their Reactions)</i></p> <p><i>(Session 17: Readers Ask, “What Makes You Say That?” Engaging in Text-Based Mini-Arguments about Characters)</i></p> <p><i>(Session 18: Comparing and Contrasting the Lessons Characters Learn)</i></p>	<ol style="list-style-type: none"> <li>3. Noticing what they each care about; what they say, or what they do</li> <li>4. Deciding how they are the same and different.</li> </ol> <ul style="list-style-type: none"> <li>● (pg. 140) <b>Today I want to teach you that once readers know how characters act and talk in their individual stories; they can compare how these characters tackle trouble. Specifically we think, “How do these two characters react to their problems? Are their similarities? Differences?”</b> We do this by: <ol style="list-style-type: none"> <li>1. Paying close attention to the problem each character faces;</li> <li>2. Noticing how each character reacts;</li> <li>3. Deciding if the reactions are the same or different.</li> </ol> </li> <li>● (pg. 151) <b>Today I want to teach you that readers can discuss ideas about characters across books with a partner by exploring a big question with no one right answer.</b> We do this by: <ol style="list-style-type: none"> <li>1. Starting with a question such as “Which character is better at _____?”</li> <li>2. Looking for examples from the story – cite evidence.</li> <li>3. Discussing with a partner or group.</li> <li>4. Coming to a conclusion/agreeing to disagree.</li> </ol> </li> <li>● (pg. 160) <b>Today I want to teach you that readers can compare themes and lessons across books.</b> We do this by: <ol style="list-style-type: none"> <li>1. Noticing how two main characters resolve their challenges;</li> <li>2. Identifying the lesson each character learned;</li> <li>3. Thinking, “Are the lessons similar or different?”</li> <li>4. Jotting, How did each author teach this lesson?</li> </ol> </li> </ul>
<b>Skills (Students will be able to...)</b>	
● Envision and predict what they read and dig deep to get to know a character.	
● Build theories by reading closely and inferring based on what a character does and how they do it.	
● Step into the shoes of different characters and pay attention to moments when they face big challenges as well as how they resolve these challenges.	

Reading Workshop	Grade: 3
<p><b>Unit 5: Research Clubs</b>  <b>Elephants, Penguins, and Frogs, Oh My! (Book 4)</b></p> <p><b>Description: Content Area Research Clubs</b></p> <p>This unit reinforces nonfiction reading skills while students form clubs, each club will study a topic of choice. In bend I children will be taught to preview not just a text but a collection of texts. In bend II students will study another related topic, comparing and contrasting. This bend supports transference and text structure. Finally, in bend III each club will study an overarching concept like adaptation, life cycles, habitats, landforms, noting how that concept applies to the topics they have studied in their clubs —synthesizing, comparing, and contrasting. The unit ends with students applying their knowledge to a real world problem: investigating, planning, and presenting ideas. Students will familiarize themselves to a text: using their prior knowledge, previewing text, making and revising theories, and building upon nonfiction strategies taught in previous unit.</p> <p><b>Big Ideas: Course Objectives / Content Statement(s)</b></p> <ul style="list-style-type: none"> <li>• Reading for/within a given content area</li> <li>• Reviewing nonfiction reading strategies</li> </ul>	
<b>NJ Student Learning Standards</b>	
<p><b>Writing Standards</b></p> <p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</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.3.7 Conduct short research projects that build knowledge about a topic.</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) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>Reading Standards</b></p> <p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ol style="list-style-type: none"> <li>Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>Decode words with common Latin suffixes.</li> <li>Decode multisyllable words.</li> <li>Read grade-appropriate irregularly spelled words.</li> </ol> <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> <li>Read grade-level text with purpose and understanding.</li> <li>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol> <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.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RI.3.6 Distinguish their own point of view from that of the author of a text.</p>	



**Grade 3 Scope and Sequence**

- 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.3.8 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.
- 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.
- 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.

**Speaking and Listening Standards**

- SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- 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.3.3 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.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Language Standards**

- L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
  - B. Form and use regular and irregular plural nouns.
  - C. Use abstract nouns (e.g., childhood).
  - D. Form and use regular and irregular verbs.
  - E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
  - F. Ensure subject-verb and pronoun-antecedent agreement.
  - G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
  - H. Use coordinating and subordinating conjunctions.
  - I. Produce simple, compound, and complex sentences.
- L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- A. Capitalize appropriate words in titles.
  - B. Use commas in addresses.
  - C. Use commas and quotation marks in dialogue.
  - D. Form and use possessives.
  - E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
  - F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
  - G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Choose words and phrases for effect.
  - B. Recognize and observe differences between the conventions of spoken and written standard English.
- L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- A. Use sentence-level context as a clue to the meaning of a word or phrase.
  - B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
  - C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
  - D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
  - B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
  - C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
- 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).

**NJSLS from other subject(s)**

**8.1 Educational Technology**

**8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming**



<p>Career Ready Practices            9.1 Personal Finance Literacy            9.2 Career Awareness, Exploration, and Preparation            Careers (Description of a career that relates to this unit)</p>	
<p><b>Essential Questions</b></p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><b>Enduring Understandings</b></p> <p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> <li>How can I use all that I know about nonfiction reading and writing in order to launch a research inquiry about a topic?</li> <li>How can I learn about a topic using a variety of different kinds of texts and lenses to fuel my research?</li> <li>How can I research a second topic, doing this work with greater independence, and then apply what I learn to help me understand another topic?</li> <li>How is one topic similar to and different from another topic I've studied—and what factors contribute to those similarities and differences?</li> </ul>	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>Nonfiction texts can aid in understanding topics in other academic areas.</li> <li>Nonfiction strategies and tools are needed to read content-based texts.</li> </ul>
<b>Evidence of Learning (Assessments)</b>	<b>Accommodations and Modifications</b>
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li><i>Learning Progressions (Grades 2-8)</i></li> <li><i>Project Read Assessments</i></li> <li>Writing about reading</li> <li>Readers' notebooks</li> <li>Teacher-created performance assessment</li> <li>Book club talks</li> <li>Student reflections</li> <li>Conferences and small groups</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li><i>Learning Progressions (Grades 2-8)</i></li> <li><a href="#">TCRWP Reading Assessment</a></li> </ul> <p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li><i>Nonsense Words</i></li> <li><a href="#">Teachers College Running Records</a></li> <li><a href="#">Letter Sound ID</a></li> <li><a href="#">High Frequency Word Assessment</a></li> </ul>	<p><b>Special Education:</b></p> <ul style="list-style-type: none"> <li><a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li> <li><a href="#">Subgroup Accommodations and Modifications</a></li> <li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li><i>Preview content and concepts</i></li> <li><i>Behavior management plan</i></li> <li><i>Highlight text</i></li> <li><i>Small group setting</i></li> </ul> <p><b>High-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li><i>Alternative formative and summative assessments</i></li> <li><i>Guided Reading</i></li> <li><i>Personal agendas</i></li> <li><i>Project-based learning</i></li> <li><i>Tiered activities/assignments</i></li> <li><i>Varying organizers for instructions</i></li> </ul> <p><b>Low-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li><i>Clubbing activities</i></li> <li><i>Exploration by interest</i></li> <li><i>Flexible groupings</i></li> </ul> <p><b>Suggested Lessons for Differentiation with Small Groups:</b>  <b>Bend I</b>            3- Using the Lingo of Experts</p>

Grade 3 Scope and Sequence

<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>• F &amp; P Running Records</li> <li>• Scholastic Running Records</li> <li>• BeBop Books for running records</li> <li>• G &amp; T Assessments: Sages-2 Screening Assessment for Gifted Elementary: Mathematics/Science Language Arts/Social Studies</li> <li>• Reasoning</li> <li>• Yopp-Singer test of Phoneme Segmentation</li> <li>• Sentence-Writing Grade Placement Test</li> <li>• Linguistics Phonemic Awareness Screener</li> <li>• Linguistics Decoding Pre/Post Test</li> <li>• Dyslexia Screener</li> <li>• PRIM checklist</li> <li>• <i>LLI; Test Preparation Lesson Framework F&amp;P levels</i></li> </ul>	<p>5- Growing Ideas about Nonfiction 6- Researchers Ask Questions <b>Bend II</b> 7- Planning a Second Study 10- Compare and Contrast 11- Cause and Effect 12- Reading Closely, Thinking Deeply <b>Bend III</b> 13- Experts Widen Their Field of Focus and See Patterns 14- Asking Questions, Growing Big Ideas 16- Developing Evidence-Based Theories 17- Adding to Theories by Researching Big-Picture Concepts 18- Learning to Apply the Knowledge Readers Develop through Their Research</p> <p><b>English Language Learners:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 4: Curriculum for ELL</a></li> <li>• <a href="#">ESL 3-5</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Students at Risk for Failure:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Students with 504 Plans</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modification</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
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Core Instructional and Supplemental Materials Professional Resources:	Core Instructional, Supplemental, Instructional, and Intervention Resources
<div data-bbox="283 326 1031 1092"> <p><b>Core Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• Research Club: Elephants, Penguins, &amp; frogs oh my! Life by Lucy Calkins</li> <li>• 2019-20 Teachers College Calendar, Third Grade, Research Club: Elephants, Penguins, &amp; frogs oh my Unit</li> <li>• <a href="#">2019-20 Teachers College Calendar</a></li> <li>• Florham Park <a href="#">ELA PD Sharing Website</a></li> <li>• <i>The Reading Strategies Book</i> by Jen Serravallo</li> <li>• <i>Prompting Guide</i></li> <li>• <a href="#">Writing Resources and Scope and Sequences</a></li> <li>• <a href="#">Units of Study Online Resources</a></li> </ul> <p><b>Supplemental Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• <i>Leveled Literacy Intervention Kits</i></li> <li>• <a href="#">When Readers Struggle - Teaching What Works - Irene Fountas and Gay Su Pinnell</a></li> <li>• <a href="#">Rubric for Assessing a Retell on a Reading Level Assessment - Levels A-Z (Teachers College)</a></li> <li>• <a href="#">Benchmarks for Oral Fluency Rate - Words Per Minute (Teachers College)</a></li> <li>• <i>Primm Book</i></li> <li>• <i>Prompting Guide Part 1 - For Oral Reading and Early Writing</i></li> <li>• <i>Prompting Guide Part 2 - For Comprehension : Thinking, Talking, Writing</i></li> <li>• <i>Reading Strategies Book - Jennifer Serravallo</i></li> <li>• Florham Park <a href="#">ELA PD Sharing Website</a></li> <li>• <a href="#">Conferring Menus</a></li> <li>• <a href="#">Conferring Curriculum</a></li> </ul> </div>	<div data-bbox="1066 326 1927 1377"> <p><b>Core Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>• Any appropriate grade 4 novel as a read-aloud model to set up the routines</li> <li>• <i>National Geographic (Level L-P)</i></li> <li>• <i>Archaeology</i> magazine (Level L-P)</li> <li>• <i>Cobblestone (Level L-P)</i></li> <li>• <i>Shimmy Shimmy Shimmy like My Sister Kate: Looking at the Harlem Renaissance</i> by Nikki Giovanni (Level L-P)</li> <li>• <i>On My Journey Now: Looking at African American History Through the Spirituals</i> by Nikki Giovanni (Level L-P)</li> <li>• <i>Rose That Grew From Concrete</i> by Nikki Giovanni (Level L-P)</li> <li>• <i>The Midnight Ride of Paul Revere</i> by Henry Wadsworth Longfellow (Level L-P)</li> <li>• Songs by Bob Dylan</li> <li>• <i>Octopus</i> by Harry Abrams (Level L-P)</li> <li>• <i>Under the Sea: Hidden World</i> by C. Delafosse (Level L-P)</li> <li>• <i>A Look Inside Sharks and Rays</i> by K. Banister (Level L-P)</li> <li>• <i>Shark Attack!</i> DK Readers (Level L-P)</li> <li>• <i>Life Cycle of an Emperor Penguin</i> by Bobbie Kalman (Level L-P)</li> <li>• <i>The Penguin</i> by Beatrice Fontanel (Level L-P)</li> <li>• Teacher-selected books for book talks and modeling good reader behaviors</li> </ul> <p><b>Supplemental Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Conferring Curriculum</a></li> <li>• Florham Park <a href="#">ELA PD Sharing Website</a></li> <li>• <a href="#">Conferring Menus</a></li> <li>• <i>The Art of Shadow Puppets</i> by Dona Rice (Level L)</li> <li>• <i>Environmental Issues Series</i> by Harriet Brundle (Level L)</li> <li>• <i>Space Series</i> by Nancy Dickmann (Level L)</li> <li>• <i>Series: The History of Holidays</i> by Maximilian Smith (Level J)</li> <li>• <i>Adventure in Culture Series</i> by Charles Murphy (Level K)</li> <li>• <i>Unlocking Ancient Civilizations Series</i> by George Cottrell (Level L)</li> <li>• <i>Money Matters Series</i> by Mari Schuh (Level L)</li> <li>• <i>My Day Learning Math</i> by Charly Haley (Level J)</li> <li>• <i>Math Storybooks Series</i> by Kim In-Sook (Level J)</li> <li>• <i>Math Counts</i> by Henry Pluckrose (Level J)</li> </ul> </div>

Grade 3 Scope and Sequence

	<p><b>Intervention Resources:</b></p> <ul style="list-style-type: none"> <li>• Leveled Literacy Intervention Texts</li> <li>• Six Minute Solutions</li> <li>• Fountas and Pinell Guided Reading</li> <li>• Fountas and Pinell Shared Reading</li> </ul>
Interdisciplinary Connections	Integration of Technology through NJSLs
<ul style="list-style-type: none"> <li>• Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies.</li> <li>• In Social Studies discuss routines in the community</li> <li>• Understand what it means to “read close” in social studies, science, and foreign language.</li> <li>• Offer short, nonfiction picture books and nonfiction articles on science, social studies, and foreign language related activities to encourage building background knowledge and independent reading about topics of interest to students.</li> <li>• Encourage students to respond to texts in their specific subject area notebooks as they reflect on what they have been reading.</li> <li>• Highlight texts, themes, and reflections that connect to themes related to the Holocaust; i.e. power, bullying, empathy, and social activism.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a word study word sort in Inspiration.</li> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> </ul> <p>Ongoing:</p> <ul style="list-style-type: none"> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>• Use Microsoft Word, Inspiration, or Smart Board Notebook software to write the words from their word sorts.</li> <li>• Use Inspiration to create a double timeline looking at plot events and character motivation.</li> </ul>
Integration of 21st Century Themes and Skills	Media Literacy Integration
<ul style="list-style-type: none"> <li>• Financial, Economic, Business, and Entrepreneurial Literacy</li> <li>• Civic Literacy</li> <li>• Health Literacy</li> <li>• Social Justice Literacy</li> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem Solving Communication and Collaboration Information Literacy</li> <li>• Media Literacy</li> <li>• Life and Career Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to look for specific things when they view videos or read print material, and then ask questions about those items</li> <li>• Build on the intuitive knowledge students have gained from media about the story and character</li> <li>• Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic</li> <li>• Use print materials to practice reading and comprehension skills</li> </ul>
Career Education	Global Perspective
<ul style="list-style-type: none"> <li>• <a href="#">New Jersey Educational Field Trip</a></li> <li>• <a href="#">Connect With Rick Riordan</a></li> <li>• <a href="#">Author Visit Kit</a></li> <li>• <a href="#">Authors Who Skype</a></li> </ul>	<ul style="list-style-type: none"> <li>• National Hispanic-Latino Heritage Month</li> <li>• National Disability Employment Awareness Month</li> <li>• National American Indian Heritage Month</li> <li>• Black History Month</li> <li>• National Women’s History Month,</li> <li>• National Irish-American Heritage Month</li> <li>• National Italian American Heritage Month</li> </ul>

Grade 3 Scope and Sequence

	<ul style="list-style-type: none"> <li>• Asian Pacific American Heritage</li> <li>• Older Americans' Month</li> <li>• Jewish American Heritage Month</li> <li>• Week of Respect</li> <li>• Red Ribbon Week</li> <li>• International Dot Day (September 16)</li> </ul>
Bend/Goals	Teaching Points
<p><b>Bend I: Researching a Topic</b>  <i>(Session 1: Revving Up for a Research Project)</i></p> <p><i>(Session 2: Cross-Text Synthesis)</i></p> <p><i>(Session 3: Using the Lingo of Experts)</i></p> <p><i>(Session 4: Zeal Matters: Pursuing Collaborative Inquiries with Commitment)</i></p> <p><i>(Session 5: Growing Ideas about Nonfiction)</i></p>	<ul style="list-style-type: none"> <li>• (pg. 4) <b>Today I want to teach you that researchers get started learning about a topic by doing three things: they look over their resources, they read an easy overview book, and they skim the table of contents and illustrations to glean main subtopics, then read across books in one subtopic after another.</b> We do this by:             <ol style="list-style-type: none"> <li>1. Looking over our resources and putting them in order by difficulty.</li> <li>2. Reading an easy overview book about our topic.</li> <li>3. Skimming the table of contents and illustrations to glean the main subtopics.</li> <li>4. Then reading across books in one subtopic after another.</li> </ol> </li> <li>• (pg. 11) <b>Today I want to teach you that as researchers dig into a topic, they often identify subtopics. Then, as they read about the same subtopic in several texts, they synthesize (put together) the information so that related bits go side by side. The more researchers combine information, the more they become experts.</b> <ol style="list-style-type: none"> <li>1. We scan through additional books to find another book with similar subtopic.</li> <li>2. We reread the subsection of the easy text first to get that information in your head.</li> <li>3. We read aloud the related subsection of a second text.</li> <li>4. We visualize the two pieces to confirm they go together.</li> </ol> </li> <li>• (pg. 24) <b>Today I want to teach you that when you become an expert on a topic, it is important to begin using the technical vocabulary, or lingo, of that subject. "You talk the talk."</b> <ol style="list-style-type: none"> <li>1. We think about technical vocabulary related to the topic.</li> <li>2. We make a word bank with the vocabulary.</li> <li>3. We talk over the vocabulary with our club.</li> </ol> </li> <li>• (pg. 31) <b>Today I want to teach you to investigate answers to this question: How do you make the decision to read as if you are digging for treasure?</b> (Inquiry lesson) <i>Teacher: Ask students to share ideas (chart ideas).</i> <ol style="list-style-type: none"> <li>1. We will listen to a part of a song and think how it teaches us to keep our energy up.</li> <li>2. We will talk it over with our partners or club members.</li> </ol> </li> <li>• (pg. 39) <b>Today I want to teach you that one way to develop ideas is to study the subject of your research much the same way you study characters in fiction—by paying close attention to your subject's traits, motivations, and struggles.</b></li> </ul>

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<p><i>(Session 6: Researchers Ask Questions)</i></p>	<ol style="list-style-type: none"> <li>1. We reread important parts.</li> <li>2. We pause and think, What is the subject doing?</li> <li>3. We think, “What can we infer about this behavior? What does it suggest?”</li> <li>4. We look at the words the author used to describe the behaviors.</li> <li>5. We think and jot....“What is the big idea?”</li> </ol> <ul style="list-style-type: none"> <li>• (pg. 47, middle of the page) <b>Today I want to remind you that researchers don’t just collect information, they also think about that information. One way researchers think about that information is by asking—and trying to answer—the all important question: Why?</b> <ol style="list-style-type: none"> <li>1. We revisit research topics and reread our notes.</li> <li>2. We ask, “Why or why not?”</li> <li>3. We think of a few possible answers saying, “It could be that...or maybe it’s because...”</li> <li>4. We then read on, testing our theories.</li> </ol> </li> </ul>
<p><b>Bend II: A Second Cycle of Research</b>  <i>(Session 7: Planning a Second Study)</i></p> <p><i>(Session 8: Reading with Volume and Fluency)</i></p> <p><i>(Session 9: Readers Notice Text Structures and Use Them to Organize Their Learning)</i></p>	<ul style="list-style-type: none"> <li>• (pg. 55) <b>Today I want to teach you that when nonfiction readers set out to study a topic, they start by making a plan for how that study will go. They think about their repertoire of reading and research strategies they know—and they make a plan for the study.</b> <ol style="list-style-type: none"> <li>1. We look at charts to remind ourselves of strategies.</li> <li>2. We think of the reading work we do well.</li> <li>3. We preview the text and make a plan.</li> <li>4. We talk it over with our club.</li> </ol> </li> <li>• (pg. 61) <b>Today I want to teach you that when nonfiction readers read with fluency, they often read with a teacher’s voice, an explaining voice</b> (inquiry lesson).             <ol style="list-style-type: none"> <li>1. We listen to an expert nonfiction narrator and ask, “How does a narrator of nonfiction use their voice?” (<i>chart ideas</i>)</li> <li>2. We notice the narrator using an explaining voice.</li> <li>3. We notice the narrator’s voice when they move to a new topic.</li> <li>4. We notice narrators of nonfiction use their voice to create drama and tension.</li> <li>5. We use our voice to pop out key words</li> </ol> </li> <li>• (pg. 69) <b>Today I want to remind you that when you are trying to learn about a subject, it doesn’t work to just put a zillion facts in one huge list. It helps to make subsections in your notes, and to pop out the main ideas, showing how the smaller details go with them.</b> <ol style="list-style-type: none"> <li>1. We stop to take a look at the structure of our text.</li> <li>2. We think, “What type of structure is this?”</li> <li>3. We take notes following that structure (boxes and bullets, web).</li> </ol> </li> </ul>

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<p><i>(Session 15: Pursuing Questions)</i></p> <p><i>(Session 16: Developing Evidence-Based Theories)</i></p> <p><i>(Session 17: Adding to Theories by Researching Big-Picture Concepts)</i></p> <p><i>(Session 18: Learning to Apply the Knowledge Readers Develop through Their Research)</i></p> <p><i>(Session 19: Finding Solutions to Real World Problems: A Celebration)</i></p>	<ul style="list-style-type: none"> <li>• (pg. 125, middle of the page) <b>Today I want to teach you that experts don't just think about their topic. Experts also think about their process</b> <i>(This can be done as a fishbowl)</i>.             <ol style="list-style-type: none"> <li>1. We reread our work.</li> <li>2. We name what we did and ask, "What should I do next?"</li> <li>3. We take stock. We go forward, with a plan.</li> </ol> </li> <li>• (pg. 128) <b>Today I want to teach you that once researchers have read books, collected information, studied patterns, and grown theories, they are ready to do more. They ask: "What does the evidence suggest and how can I study all the evidence to grow new evidence-based theories?"</b> <ol style="list-style-type: none"> <li>1. We talk over our notes with our club members asking, "What does the evidence suggest?"</li> <li>2. We use the evidence to grow new theories and write them in our reading notebook.</li> <li>3. As we read, we stop at important parts—gathering evidence to support those theories.</li> </ol> </li> <li>• (pg. 137) <b>Today I want to teach you that researchers don't just read about their focused topic. They also read around the topic, looking for help learning about the big theories they have developed.</b> <ol style="list-style-type: none"> <li>1. We read from a short text with general information about a topic.</li> <li>2. We stop and ask, "How does this text help us think more about our theory?"</li> <li>3. We reread it, underlining key parts that relate to our big theory.</li> <li>4. We use the information to say more about our topic.</li> </ol> </li> <li>• (pg. 147) <b>Today I want to teach you that when researching a solution to a real-world problem, it helps to think about all of the aspects of the problem. Researchers ask themselves, "How might I go about solving this problem? What information will I need, and where can I get it?" Then, make a plan.</b> <ol style="list-style-type: none"> <li>1. Read over a list of problems. Ask yourself, "Am I interested in this problem?"</li> <li>2. Do I have knowledge to tackle this problem?</li> <li>3. List some of questions to ask.</li> <li>4. Ask, "What could I read or reread to learn something related to the problem?"</li> <li>5. Read, looking for information that relates to the problem. Try to find connections by saying, "Maybe this relates because..."</li> <li>6. Plan how your group will work.</li> </ol> </li> <li>• (pg. 154) Celebration: Finding Solutions to Real World Problems</li> </ul>
<b>Skills (Students will be able to...)</b>	
<ul style="list-style-type: none"> <li>• Understand that nonfiction texts can aid in understanding topics in other academic areas.</li> </ul>	
<ul style="list-style-type: none"> <li>• Understand that nonfiction strategies and tools are needed to read content-based texts.</li> </ul>	



Reading Workshop	Grade: 3
<p><b>Optional Additional Unit: Reading in the Content Areas (Curricular Calendar)</b></p> <p><b>Unit Description:</b></p> <p>This unit focuses on reading to learn as students read about science or social studies topics related to their current curriculum. The emphasis in this unit then is on reading to gain knowledge and construct ideas. For this unit, you will need baskets of texts (similar to the nonfiction unit) on the topics students are to explore. It is important to keep the independent just-right reading time alive during this unit as well. Use the read aloud to support this work, and develop timelines, maps, graphs, charts, and diagrams to support your readers' content knowledge. In this unit, you will also want to return to some nonfiction reading strategies taught earlier in the year such as identifying the main idea and details.</p>	
<b>NJ Student Learning Standards</b>	
<p><u>Reading Standards:</u></p> <p>RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>RI.5.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p style="padding-left: 40px;">A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p style="padding-left: 40px;">A. Read grade-level text with purpose and understanding.</p> <p style="padding-left: 40px;">B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p style="padding-left: 40px;">C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards:</u></p> <p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p style="padding-left: 40px;">A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.</p> <p style="padding-left: 40px;">B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p style="padding-left: 40px;">C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</p> <p style="padding-left: 40px;">D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p style="padding-left: 40px;">E. Provide a conclusion related to the information of explanation presented.</p> <p>W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.</p> <p>W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p style="padding-left: 40px;">B. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").</p>	

**Grade 3 Scope and Sequence**

**Speaking & Listening Standards:**

- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
  - B. Follow agreed-upon rules for discussions and carry out assigned roles.
  - C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
  - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

**Language Standards:**

- L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
  - B. Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.
  - C. Use verb tense to convey various times, sequences, states, and conditions.
  - D. Recognize and correct inappropriate shifts in verb tense.
  - E. Use correlative conjunctions (e.g., *either/or*, *neither/nor*)
- L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
  - B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
- L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
  - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
  - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.
- L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

**NJSLS from other subject(s)**

**8.1 Educational Technology**

**8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming**

**Career Ready Practices**

**9.1 Personal Finance Literacy**

**9.2 Career Awareness, Exploration, and Preparation**

**Careers (Description of a career that relates to this unit)**

<b>Essential Questions:</b>	<b>Enduring Understandings/Goals:</b>
<ul style="list-style-type: none"> <li>How can I use all that I know about nonfiction reading and research to learn more about my topic?</li> <li>How can I understand what I read, aware not just of the content but also of the structure and of reasons why that structure is a good one for carrying the content?</li> <li>How can I organize a learning life that allows me to read across multiple texts, studying an aspect of Westward Expansion from multiple perspectives?</li> <li>How can I build theories from studying multiple perspectives on a topic? How can I start to see how different authors approach the same topic differently, swaying their readers to think in particular ways?</li> </ul>	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>Nonfiction texts can aid in understanding topics in other academic areas.</li> <li>Nonfiction strategies and tools are needed to read content based texts.</li> <li>Reading across multiple texts will give multiple perspectives on the same topic.</li> <li>The reader to sway others can also use that the different perspectives used by authors sway reader's understanding and the technique.</li> </ul>
<b>Evidence of Learning (Assessments)</b>	<b>Accommodations and Modifications</b>

**Formative Assessments:**

- *Learning Progressions (Grades 2-8)*
- *Project Read Assessments*
- Writing about reading
- Readers' notebooks
- Teacher-created performance assessment
- Book club talks
- Student reflections
- Conferences and small groups

**Summative Assessments:**

- *Learning Progressions (Grades 2-8)*
- [TCRWP Reading Assessment](#)

**Benchmark Assessments:**

- *Nonsense Words*
- [Teachers College Running Records](#)
- [Letter Sound ID](#)
- [High Frequency Word Assessment](#)

**Alternative Assessments:**

- F & P Running Records
- Scholastic Running Records
- BeBop Books for running records
- G & T Assessments: Sages-2 Screening Assessment for Gifted Elementary: Mathematics/Science Language Arts/Social Studies
- Reasoning
- Yopp-Singer test of Phoneme Segmentation
- Sentence-Writing Grade Placement Test
- Linguistics Phonemic Awareness Screener
- Linguistics Decoding Pre/Post Test
- Dyslexia Screener
- PRIM checklist
- *LLI; Test Preparation Lesson Framework F&P levels*

**Special Education:**

- [Curricular Modifications and Guidance for Students Educated in Special Class Settings](#)
- [Subgroup Accommodations and Modifications](#)
- [Differentiation for All Students \(Special Needs, ESL, Gifted Learners, & Mainstream Learners\)](#)

***Differentiation:***

- *Preview content and concepts*
- *Behavior management plan*
- *Highlight text*
- *Small group setting*

***High-Prep Differentiation:***

- *Alternative formative and summative assessments*
- *Guided Reading*
- *Personal agendas*
- *Project-based learning*
- *Tiered activities/assignments*
- *Varying organizers for instructions*

***Low-Prep Differentiation:***

- *Clubbing activities*
- *Exploration by interest*
- *Flexible groupings*

**Suggested Lessons for Differentiation with Small Groups:**

**Bend I**

- 3- Analyzing Text Features
- 5- Taking Notes by Adding Supporting Details to the Main Idea
- 6- Analyzing Main Ideas to Construct a Central Idea
- 7- Summarizing Main Idea
- 9- Rereading through the Lens of Structure
- 10- Using Strategies to Figure Out Unfamiliar Words

**Bend II**

- 15- Revisiting our Notes to Revise for Accuracy
- 16- Adding Quotes to Our Notes
- 17- Incorporating New Learnings into Existing Notes
- 18- Analyzing Questions to Help Me Think More Deeply About My Topic
- 19- Using the "Lingo of Experts" When Talking or Writing About Our Topics
- 20- Using "Thought Prompts" to Push Our Thinking and to Develop New Ideas
- 24- Tackling Harder Texts by Using Partners and Strategies
- 25- Skimming a Section for Easier Reading
- 26- Thinking Across Texts and Comparing Ideas

**Bend III**

- 27- Developing Bigger Ideas
- 28- Using Themes and Lessons From a Time Period to Create Theories

**Grade 3 Scope and Sequence**

	<div>30- Writing Summaries that Include Multiple Viewpoints</div> <div>31- Figuring Out Author’s Point of View and Analyzing How it Sways You to Think a Certain Way about the Topic</div> <div>32- Understand the Impacts of Point of View</div> <div>English Language Learners:</div> <div><ul style="list-style-type: none"><li>Unit 4: Curriculum for ELL</li><li>ESL 3-5</li><li>Subgroup Accommodations and Modifications</li><li>Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</li></ul></div> <div>Students at Risk for Failure:</div> <div><ul style="list-style-type: none"><li>Subgroup Accommodations and Modifications</li><li>Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners}</li></ul></div> <div>Gifted and Talented</div> <div><ul style="list-style-type: none"><li>Subgroup Accommodations and Modifications</li><li>Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</li></ul></div> <div>Students with 504 Plans</div> <div><ul style="list-style-type: none"><li>Subgroup Accommodations and Modification</li><li>Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</li></ul></div>
Core Instructional and Supplemental Materials Professional Resources:	Core Instructional, Supplemental, Instructional, and Intervention Resources
<div>Core Professional Resources:</div> <div><ul style="list-style-type: none"><li>Reading in the content area by Lucy Calkins</li><li>2019-20 Teachers College Calendar, Third Grade, Reading in the content area Unit</li></ul></div>	<div>Core Instructional Resources:</div> <div><ul style="list-style-type: none"><li>Any appropriate grade 3 novel as a read-aloud model to set up the routines</li><li>National Geographic (Level L-P)</li><li>Archaeology Magazine (Level L-P)</li></ul></div>

*Florham Park English Language Arts Curriculum*

**Grade 3 Scope and Sequence**

<ul style="list-style-type: none"> <li>• <a href="#">2019-20 Teachers College Calendar</a></li> <li>• Florham Park <a href="#">ELA PD Sharing Website</a></li> <li>• <a href="#">The Reading Strategies Book</a> by Jen Serravallo</li> <li>• <a href="#">Prompting Guide</a></li> <li>• <a href="#">Writing Resources and Scope and Sequences</a></li> <li>• <a href="#">Units of Study Online Resources</a></li> </ul> <p><b>Supplemental Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Leveled Literacy Intervention Kits</a></li> <li>• <a href="#">When Readers Struggle - Teaching What Works - Irene Fountas and Gay Su Pinnell</a></li> <li>• <a href="#">Rubric for Assessing a Retell on a Reading Level Assessment - Levels A-Z (Teachers College)</a></li> <li>• <a href="#">Benchmarks for Oral Fluency Rate - Words Per Minute (Teachers College)</a></li> <li>• <a href="#">Primm Book</a></li> <li>• <a href="#">Prompting Guide Part 1 - For Oral Reading and Early Writing</a></li> <li>• <a href="#">Prompting Guide Part 2 - For Comprehension : Thinking, Talking, Writing</a></li> <li>• <a href="#">Reading Strategies Book - Jennifer Serravallo</a></li> <li>• Florham Park <a href="#">ELA PD Sharing Website</a></li> <li>• <a href="#">Conferring Menus</a></li> <li>• <a href="#">Conferring Curriculum</a></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Ten Mile Day: Any the Building of the Transcontinental Railroad</i> by Mary Ann Fraser (Level L-P)</li> <li>• <i>Coolies</i> by Yin (picture book--historical fiction) (Level L-P)</li> <li>• <i>True Books: The Transcontinental Railroad</i> (Level L-P)</li> <li>• <i>The Split History of Westward Expansion in the United States</i> by Neil Musolf (Level L-P)</li> <li>• <i>Who Settled the West</i> by Bobbie Kalman (Level L-P)</li> <li>• <i>The Story of America: Westward Expansion</i> by Greg Roza (Level L-P)</li> <li>• Teacher-selected books for book talks and modeling good reader behaviors</li> </ul> <p><b>Supplemental Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Conferring Curriculum</a></li> <li>• Florham Park <a href="#">ELA PD Sharing Website</a></li> <li>• <a href="#">Conferring Menus</a></li> <li>• <i>The Art of Shadow Puppets</i> by Dona Rice (Level L)</li> <li>• <i>Climate Change</i> by Harriet Brundle (Level L)</li> <li>• <i>Egg to Frog bt Tonkin and Coleman</i> (Level K)</li> <li>• <i>Exploring Space</i> by Nancy Dickmann (Level L)</li> <li>• <i>Life Cycle of A Honeybee</i> (Level J)</li> <li>• <i>Poisonous Plants</i> by Mari Schub (Level J)</li> <li>• <i>Ancient Rome</i> by George Cottrell (Level L)</li> <li>• <i>Clothing Around the World</i> (Level K)</li> <li>• <i>The Vyzantine Empire</i> by Mary Griffin (Level K)</li> </ul> <p><b>Intervention Resources:</b></p> <ul style="list-style-type: none"> <li>• Leveled Literacy Intervention Texts</li> <li>• Six Minute Solutions</li> <li>• Fountas and Pinell Guided Reading</li> <li>• Fountas and Pinell Shared Reading</li> </ul>
<b>Interdisciplinary Connections</b>	<b>Integration of Technology through NJSLs</b>
<ul style="list-style-type: none"> <li>• Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies.</li> <li>• In Social Studies discuss routines in the community</li> <li>• Understand what it means to “read close” in social studies, science, and foreign language.</li> <li>• Offer short, nonfiction picture books and nonfiction articles on science, social studies, and foreign language related activities to encourage building background knowledge and independent reading about topics of interest to students.</li> <li>• Encourage students to respond to texts in their specific subject area notebooks as they reflect on what they have been reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a word study word sort in Inspiration.</li> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> </ul> <p>Ongoing:</p> <ul style="list-style-type: none"> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> </ul>

Grade 3 Scope and Sequence

<ul style="list-style-type: none"> <li>Highlight texts, themes, and reflections that connect to themes related to the Holocaust; i.e. power, bullying, empathy, and social activism.</li> </ul>	<p>Other:</p> <ul style="list-style-type: none"> <li>Use Microsoft Word, Inspiration, or Smart Board Notebook software to write the words from their word sorts.</li> <li>Use Inspiration to create a double timeline looking at plot events and character motivation.</li> </ul>
<p><b>Integration of 21st Century Themes and Skills</b></p>	<p><b>Media Literacy Integration</b></p>
<ul style="list-style-type: none"> <li>Financial, Economic, Business, and Entrepreneurial Literacy</li> <li>Civic Literacy</li> <li>Health Literacy</li> <li>Social Justice Literacy</li> <li>Creativity and Innovation</li> <li>Critical Thinking and Problem Solving Communication and Collaboration Information Literacy</li> <li>Media Literacy</li> <li>Life and Career Skills</li> </ul>	<ul style="list-style-type: none"> <li>Ask students to look for specific things when they view videos or read print material, and then ask questions about those items</li> <li>Build on the intuitive knowledge students have gained from media about the story and character</li> <li>Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic</li> <li>Use print materials to practice reading and comprehension skills</li> </ul>
<p><b>Career Education</b></p>	<p><b>Global Perspective</b></p>
<ul style="list-style-type: none"> <li><a href="#">New Jersey Educational Field Trip</a></li> <li><a href="#">Connect With Rick Riordan</a></li> <li><a href="#">Author Visit Kit</a></li> <li><a href="#">Authors Who Skype</a></li> </ul>	<ul style="list-style-type: none"> <li>National Hispanic-Latino Heritage Month</li> <li>National Disability Employment Awareness Month</li> <li>National American Indian Heritage Month</li> <li>Black History Month</li> <li>National Women's History Month,</li> <li>National Irish-American Heritage Month</li> <li>National Italian American Heritage Month</li> <li>Asian Pacific American Heritage</li> <li>Older Americans' Month</li> <li>Jewish American Heritage Month</li> <li>Week of Respect</li> <li>Red Ribbon Week</li> <li>International Dot Day (September 16)</li> </ul>
<p><b>Bend/Goals</b></p>	<p><b>Teaching Points</b></p>
<p><b>Bend 1: Reading Nonfiction About Westward Expansion and Summarizing with Structure in Mind</b> (Session 1: Identifying Structure)</p> <p>(Session 2: Creating predictions)</p>	<ul style="list-style-type: none"> <li>(p. 170) Today I want to teach you that researchers preview nonfiction articles by identifying the structure. <i>(Note: Substitute Western Expansion for current Social Studies unit)</i> <ol style="list-style-type: none"> <li>Recall/Review text structure posters containing keywords to rev up your mind.</li> <li>Scan subheadings, titles, and looking for keywords that help identify the structure.</li> <li>Jot an idea on a post-it or in your notebook about what you expect the article to be about and what ideas or information you will learn.</li> </ol> </li> <li>(p. 170) Today I want to teach you to analyze illustrations and pictures for the smallest details to create predictions.             <ol style="list-style-type: none"> <li>Analyze a picture closely looking for details, objects, setting, color, etc.</li> <li>Think, "Why did the author choose to show this?"</li> <li>Connect and add to ideas you created with post-it notes or in your notebooks.</li> </ol> </li> </ul>

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(Session 7: Summarizing Main Idea)

- **(p. 171) Today I want to teach you to analyze all text features (timelines, graphs, maps, etc.) to preview nonfiction and generate ideas.**
  1. Analyze the feature (timeline, graph, map, etc.) closely looking for details.
  2. Think, “Why did the author choose to show this?”
  3. Connect and add ideas you created with post-it notes or in your notebooks.
- **(p. 172) Today I want to teach you that it is important to stay alert while you read articles and to either confirm or revise the ideas you make during previewing.**
  1. Keep the ideas you created for a particular article in front of their mind before they start reading.
  2. Read closely until you mind gets full.
  3. Think, “Does this confirm my previous ideas? Or do I have to revise my idea?”
  4. Choose a note taking strategy to help you hold onto you information.

(Note: At this point students will choose a note taking strategy they are comfortable with. During the next few lessons you may review if necessary).

- **(p. 173) Today I want to teach you to constantly read looking for the main ideas and take notes by adding supporting details to them.**
  1. Read until your mind gets full. This could be a whole sub heading or a group of paragraphs.
  2. Draw on strategies to find the main idea (pop-out sentence, think what it is all about, etc. You may choose to break these down to individual teaching points or small group work).
  3. Jot a main idea down and support with key examples from the text.
- **(p. 174) Today I want to teach you to analyze all the main ideas from one article and figure out how they fit together under one central idea.**
  1. Review a text that has multiple main ideas and reread ideas.
  2. Identify a connection between the ideas by thinking, “What do all these main ideas have in common? What are they all about?”
  3. Construct a central idea that encompasses all the ideas.
  4. Check your central idea to make sure it matches.
- **(p. 175) Today I want to teach you to analyze the central and main ideas and rehearse completing a concise summary of the article in writing or practicing with partners.**
  1. Review the central idea and main ideas you collected on an article.
  2. Rehearse in your head by stating the central idea.
  3. Describe how the author constructed the article by using main ideas and structures. It is also beneficial to use prompts to aid in summarizing.

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<p>(Session 13: Engaging on a Task During Research)</p> <p>(Session 14: Jotting Down Only the Important Information)</p> <p>(Session 15: Revisiting our Notes to Revise for Accuracy)</p> <p>(Session 16: Adding Quotes to Our Notes)</p> <p>(Session 17: Incorporating New Learnings into Existing Notes)</p> <p>(Session 18: Analyzing Questions to Help Me Think More Deeply About My Topic)</p>	<p>3. Then you can group narrow topics even further. Some broad resource examples include textbooks and timelines and some narrow resources include autobiographies or specific events in your topic.</p> <ul style="list-style-type: none"> <li>• <b>(p. 179) Today I want to teach you that good teams think about how to keep engaged an on task during research.</b> (Note: Could be a brainstorming lesson).             <ol style="list-style-type: none"> <li>1. You can jot down many ideas for making research exciting during group meetings</li> <li>2. Make or add to list of group norms.</li> <li>3. This could include sharing illustrations created by team members, an interesting fact, or a connection to the topic.</li> </ol> </li> <li>• <b>(p. 180) Today I want to teach you to choose only what seems important to jot down and jot in your own words, quickly, without full sentences.</b> <ol style="list-style-type: none"> <li>1. First write the title of the article or book with the page number.</li> <li>2. Read until your mind gets full.</li> <li>3. Then think/rehearse with fingers all the details explained in the section.</li> <li>4. Come up with a main idea that encompasses all the details.</li> <li>5. Jot down main idea and underline then jot down supporting details in quickly without full sentences.</li> </ol> </li> <li>• <b>(p. 181) Today I want to teach you that it is important to revisit notes to make sure that key people, places, and events are included.</b> <ol style="list-style-type: none"> <li>1. First review a particular note.</li> <li>2. Then question whether there is a need for a content area word?</li> <li>3. Add in a revision to note and underline word for easier access later.</li> </ol> </li> <li>• <b>(p. 181) Today I want to teach you to add quotes within your notes to help make future writings easier.</b> <ol style="list-style-type: none"> <li>1. First notice/filter any section of a text that is powerful. Make sure this section is not too big.</li> <li>2. Incorporate quote into a supporting detail quote that matches.</li> <li>3. Check to make sure the quote fits the main idea.</li> </ol> </li> <li>• <b>(p. 182) Today I want to teach you that sometimes it's important to incorporate new learnings into existing notes.</b> <ol style="list-style-type: none"> <li>1. First when reading an article, think if you have taken notes on this topic or idea before.</li> <li>2. Flip through your notebook and find a main idea that could fit your the information you gather from the new article.</li> <li>3. As you read the new article, jot down information into a new section, but include the article and page number so you can reference later. You may decide to start new notes, but it is important to start thinking about grouping the information under similar main ideas or other types of notes.</li> </ol> </li> </ul>
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<p>(Session 19: Using the “Lingo of Experts” When Talking or Writing About Our Topics)</p> <p>(Session 20: Using “Thought Prompts” to Push Our Thinking and to Develop New Ideas)</p> <p>(Session 21: Asking Questions to Consider Causes, Consequences, and Relationships of Events in History)</p> <p>(Session 22: Using Our Notes for Discussion)</p>	<ul style="list-style-type: none"> <li>• <b>(p. 182) Today I want to teach you that it is important to take the time to question your teams or yourself on your topics and subtopics.</b> <ol style="list-style-type: none"> <li>1. First, analyze the list of questions that help you think deeply about your topic (Why was my topic significant to American history? Why do we still care about this topic today? Why have authors taken time to write books on it? How does my topic change American History or life in America?).</li> <li>2. Then ask one of these questions by showing evidence from your research.</li> <li>3. As a team record and listen to ideas.</li> </ol> </li> <li>• <b>(p. 183) Today I want to teach you that it is important for teams to incorporate the “lingo of experts” when talking and writing about their topics.</b> <ol style="list-style-type: none"> <li>1. First, look for words that show up again and again in the text or that have that textbook bold letter feel. Sometimes the word could be a descriptive word. For example, the word “grueling” may describe the Oregon Trail.</li> <li>2. Then compile a list of words and group them with other words that share a similar category in a glossary or create a word wall with your team (People, Events, Places, Objects, Descriptive Words).</li> <li>3. Finally, practice using them in your jottings and discussions in your group.</li> </ol> </li> <li>• <b>(p. 183) Today I want to teach you to grow ideas about a topic using the same “thought prompts” that you use to grow ideas in talking.</b> <ol style="list-style-type: none"> <li>1. First it is important to look back at your main ideas and supporting details and use them as a starting point.</li> <li>2. Analyze the main ideas and ask yourself, “Why was this important? What did this allow people to accomplish? Why is this so important for the study of Westward Expansion?” Main ideas work well for this type of work.</li> <li>3. Then use prompts to push your thinking and to develop new ideas on a new type of page in your notebook. These will be on new pages for thinking. <ul style="list-style-type: none"> <li>▪ I used to think...but now I realize...</li> <li>▪ At one point I thought...and now I think...</li> <li>▪ My ideas about....are complicated.</li> <li>▪ On the one hand, I think...While on the other hand, I think....</li> </ul> </li> </ol> </li> <li>• <b>(p.184) Today I want to teach you that it is important to ask yourself questions to consider causes, consequences, and the relationships of events in history.</b> <p>(Note: Use same steps as above lesson, but ask yourself these questions and then push your thinking using class prompts).</p> <ol style="list-style-type: none"> <li>1. Does that remind you of anything you have already learned?</li> <li>2. What might be a result of _____?</li> <li>3. What might lead to _____?</li> <li>4. What do you think caused _____?</li> </ol> </li> <li>• <b>(p. 185) Today I want to teach you to use your notes when having discussions about your topics.</b></li> </ul>
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	<ol style="list-style-type: none"> <li>2. Then zoom in on the ideas. Sort main ideas into categories. Then ask and answer the questions above.</li> <li>3. Create theory using the answers from prompts that hypothesize/speculate (Maybe it was....., It might have been the case...., etc.). Then create a theory chart to keep track of the ideas.</li> </ol> <ul style="list-style-type: none"> <li>• <b>(p. 187) Today I want to teach you to create theories by using themes/lessons from the time period to formulate their ideas.</b> (<i>Note: You can brainstorm a list of themes that fit Social Studies.</i>)             <ol style="list-style-type: none"> <li>1. First review your notes and think about words that are common themes in our world (Power, progress, passion, greed, etc.) Then analyze your main ideas to find words that match.</li> <li>2. Then construct a sentence using that theme word. For example, <i>Progress seems to mean only progress for some; other groups lose out..., Throughout American History, it seems that one way of being powerful was to get more land.</i></li> </ol> </li> </ul>
(Session 28: Using Themes and Lessons From a Time Period to Create Theories)	
	<ul style="list-style-type: none"> <li>• <b>(p. 188-189) Today I want to teach you to read critically and more deeply by considering what details the authors of their texts have included and compare them with other views.</b> (<i>Note: The <b>Split History of Westward Expansion</b> by Musolf is a good mentor text for this lesson.</i>)             <ol style="list-style-type: none"> <li>1. First, hunt for your notes and theories on the same topic (One author may focus on pioneers as courageous, while another author focuses on the destruction of the buffalo as the downfall of native American Cultures).</li> <li>2. Then think by asking,                 <ul style="list-style-type: none"> <li>• “What is conflicting about the two theories or ideas?”</li> <li>• The text says, “...”, but this text says “....”</li> <li>• The text conflicts with what the other text said by...</li> <li>• This text builds on what the other text has said by...</li> </ul> </li> <li>3. Finally, record the discrepancies or supported ideas from authors for later consideration using a chart or post-it note.</li> </ol> </li> </ul>
(Session 29: Reading More Critically and Deeply)	
	<ul style="list-style-type: none"> <li>• <b>(p. 189) Today I want to teach you to give summaries that include multiple viewpoints on a particular topic across all texts.</b> <ol style="list-style-type: none"> <li>1. Find the article you used mainly for an idea.</li> <li>2. Pick another article that discusses the same topic.</li> <li>3. Find the main viewpoint of the author.</li> <li>4. Write a sentence in your summary/theory acknowledging the viewpoint, by using specific prompts.</li> </ol> </li> </ul>
(Session 30: Writing Summaries that Include Multiple Viewpoints)	
	<ul style="list-style-type: none"> <li>• <b>(p. 190) Today I want to teach you to read to figure out the point of view of the author and analyze how the author is swaying you to think a certain way about the topic.</b> <ol style="list-style-type: none"> <li>1. First students should reread articles that are particularly strong for the theories you constructed.</li> <li>2. When you approach a part that sways you to one side analyze it for what moved you. For example, an author may say, “Boldly, full of courage and determination, settlers set forth on the journey west.” The words “Boldly, full of courage and determination..” give you the idea that the author supports the settlers.</li> <li>3. Form an opinion using text evidence or the words the detail the author’s viewpoint.</li> </ol> </li> </ul>
(Session 31: Figuring Out Author’s Point of View and Analyzing How it Sways You to Think a Certain Way about the Topic)	

<p>(Session 32: Understand the Impacts of Point of View)</p> <p>(Session 33: Analyzing Organization)</p> <p>(Session 34: Pushing our Thinking Further)</p>	<ul style="list-style-type: none"> <li>● <b>(p. 191) Today I want to teach you to understand and know the impact of a first person account.</b> <ol style="list-style-type: none"> <li>1. Identify the point of view of an article before reading. (I, me, you, they, etc.)</li> <li>2. Read the document and ask yourself, “What do I feel after experiencing the event through this person’s eyes?”</li> <li>3. Use evidence of feeling to include in theories.</li> </ol> </li> <li>● <b>(p. 191) Today I want to teach you to find the author’s point of view by analyzing organization priority, text structure, text features, and examples that they chose to use.</b> <p>(Note: Any one of these lessons could be its own teaching point, but it could also be posed as a group all at once).</p> <ol style="list-style-type: none"> <li>1. Students can reread critically zooming in with questions... <ul style="list-style-type: none"> <li>● Why did the author start the passage with that image? Fact?</li> <li>● Why did the author most likely say this?</li> <li>● Why is that [illustration, map, timeline, etc.] included?</li> <li>● What point does that example support?</li> </ul> </li> <li>2. Think about what those answers tell you about the point of view of the author using a prompt that includes evidence.</li> </ol> </li> <li>● <b>(p. 192) Today I want to teach you to revisit critical questions push your thinking further.</b> <ol style="list-style-type: none"> <li>1. First students should pick a question they feel particularly strong about from a list of questions: <ul style="list-style-type: none"> <li>● Why was my topic significant to American History? Why do we still care about this topic today? Why have authors taken the time to write books on it?</li> <li>● How does my topic change American History or life in America?</li> <li>● What are the benefits and consequences related to my topic? Who benefitted? Who did not? How were different groups of people affected?</li> </ul> </li> <li>2. Then answer question by using any prompts to push your thinking including theories, and evidence from multiple sources. All the writing completed can complement the work on the research projects in writing.</li> </ol> </li> </ul>
<b>Skills (Students will be able to...)</b>	
● Analyze text features from a text.	
● Draw inferences from a text.	
● Compare and contrast characters, setting, or events by using specific details in the text.	
● Determine the meaning of words, phrases, and figurative language within a text.	
● Describe how the narrator’s point of view influences how the events are described.	
● Summarize a text.	
● Explain relationships between individuals, events, ideas, or concepts in a historical fiction text.	
● Compare and contrast the overall structure of a text.	

Reading Workshop	Grade: 3
<p><b>Optional Additional Units: Social Issue Book Clubs Across Fiction and Nonfiction (Curricular Calendar)</b></p> <p><b>Unit Description:</b></p> <p>In this unit, students will learn to take their books and their lives seriously. Students will read across multiple genres, which include picture books, chapter books, poetry, and nonfiction, as they learn to interpret and determine themes. The term “social issues” refers to issues that affect a lot of people, not just one person or character. For example, lots of people worry about fitting in, or about peer pressure, so these are social issues. Social issues go beyond the main problem a character faces in a story. They are often found in the subtler problems that are long-term and often much harder to solve.</p>	
<b>NJ Student Learning Standards</b>	
<p><u>Reading Standards:</u></p> <p>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.</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 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>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 comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</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.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RI.3.6. 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 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.3.9. 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 or above, with scaffolding as needed.</p> <p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>    A. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>    B. Decode words with common Latin suffixes.</p> <p>    C. Decode multisyllable words.</p> <p>    D. Read grade-appropriate irregularly spelled words.</p> <p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>    A. Read grade-level text with purpose and understanding.</p> <p>    B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p>	

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C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards:

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

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.

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.

Speaking & Listening Standards:

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

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).

C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

D. Explain their own ideas and understanding in light of the discussion.

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.3.3. 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.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language Standards:

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

B. Form and use regular and irregular plural nouns.

C. Use abstract nouns (e.g., *childhood*).

D. Form and use regular and irregular verbs.

E. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.

F. Ensure subject-verb and pronoun-antecedent agreement.

G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

H. Use coordinating and subordinating conjunctions.

I. Produce simple, compound, and complex sentences.

L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Choose words and phrases for effect.

B. Recognize and observe differences between the conventions of spoken and written standard English.

L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.

A. Use sentence-level context as a clue to the meaning of a word or phrase.

B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, beat/prebeat*).

C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).

B. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).

C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).

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*).

**NJSLS from other subject(s)**

**8.1 Educational Technology**

**8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming**

**Career Ready Practices**

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<b>9.1 Personal Finance Literacy</b> <b>9.2 Career Awareness, Exploration, and Preparation</b> <b>Careers (Description of a career that relates to this unit)</b>	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How can my reading help me look at issues that exist in the world through a variety of perspectives? How can texts help me live my own life differently?</li> <li>How can I read texts, thinking about what lessons they can teach me? How can I apply these lessons in my own life?</li> <li>How can I read with a lens, looking at texts to locate the issues that are faced by several different characters, so that I can begin to think about how the issue plays out differently in different texts and in different lives?</li> <li>How can I bring all that I have learned about reading texts through a lens to a new set of texts and use a new lens to read these texts? How can I use what I learn to make the world around me better?</li> </ul>	<b>Enduring Understandings/Goals:</b> <ul style="list-style-type: none"> <li>Characters in the stories they read face similar issues to those that they face in their own lives.</li> <li>Readers write or talk about social issues as they relate to their own lives.</li> <li>Readers look across texts and genres, looking at their own lives, as backdrops to their reading work.</li> </ul>
<b>Evidence of Learning (Assessments)</b>	<b>Accommodations and Modifications</b>
<div> <b>Formative Assessments:</b> <ul style="list-style-type: none"> <li><i>Learning Progressions (Grades 2-8)</i></li> <li><i>Project Read Assessments</i></li> <li>Writing about reading</li> <li>Readers' notebooks</li> <li>Teacher-created performance assessment</li> <li>Book club talks</li> <li>Student reflections</li> <li>Conferences and small groups</li> </ul> </div> <div> <b>Summative Assessments:</b> <ul style="list-style-type: none"> <li><i>Learning Progressions (Grades 2-8)</i></li> <li><a href="#">TCRWP Reading Assessment</a></li> </ul> </div> <div> <b>Benchmark Assessments:</b> <ul style="list-style-type: none"> <li><i>Nonsense Words</i></li> <li><a href="#">Teachers College Running Records</a></li> <li><a href="#">Letter Sound ID</a></li> <li><a href="#">High Frequency Word Assessment</a></li> </ul> </div> <div> <b>Alternative Assessments:</b> </div>	<div> <b>Special Education:</b> <ul style="list-style-type: none"> <li><a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li> <li><a href="#">Subgroup Accommodations and Modifications</a></li> <li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> </div> <div> <b>Differentiation:</b> <ul style="list-style-type: none"> <li><i>Preview content and concepts</i></li> <li><i>Behavior management plan</i></li> <li><i>Highlight text</i></li> <li><i>Small group setting</i></li> </ul> </div> <div> <b>High-Prep Differentiation:</b> <ul style="list-style-type: none"> <li><i>Alternative formative and summative assessments</i></li> <li><i>Guided Reading</i></li> <li><i>Personal agendas</i></li> <li><i>Project-based learning</i></li> <li><i>Tiered activities/assignments</i></li> <li><i>Varying organizers for instructions</i></li> </ul> </div> <div> <b>Low-Prep Differentiation:</b> <ul style="list-style-type: none"> <li><i>Clubbing activities</i></li> <li><i>Exploration by interest</i></li> <li><i>Flexible groupings</i></li> </ul> </div> <div> <b>Suggested Lessons for Differentiation with Small Groups:</b>  <b>Bend I</b>            3- What Does the Story Say About Life?            4- Books Teach More Than One Lesson         </div>

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Grade 3 Scope and Sequence

<ul style="list-style-type: none"> <li>• F &amp; P Running Records</li> <li>• Scholastic Running Records</li> <li>• BeBop Books for running records</li> <li>• G &amp; T Assessments:Sages-2 Screening Assessment for Gifted Elementary: Mathematics/Science Language Arts/Social Studies</li> <li>• Reasoning</li> <li>• Yopp-Singer test of Phoneme Segmentation</li> <li>• Sentence-Writing Grade Placement Test</li> <li>• Linguistics Phonemic Awareness Screener</li> <li>• Linguistics Decoding Pre/Post Test</li> <li>• Dyslexia Screener</li> <li>• PRIM checklist</li> <li>• <i>LLI; Test Preparation Lesson Framework F&amp;P levels</i></li> </ul>	<p>5- Knowing What is Really Important in a Story 6- Thinking about Lessons That Stand Out and Are Important</p> <p><b>Bend II</b></p> <p>9- Paying Attention and Applying All We Know to Our Reading 10- Making Connections Between Little Physical Details and Social Issues 12- Thinking About Different Character Perspectives 13- Comparing Texts</p> <p><b>Bend III</b></p> <p>16- Paying Close Attention to Scenes 17- Figuring Out What Words Mean by Noticing How They Are Used 18- Setting Reading Goals 19- Talking About Social Issues</p> <p><b>English Language Learners:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 4: Curriculum for ELL</a></li> <li>• <a href="#">ESL 3-5</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Students at Risk for Failure:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Students with 504 Plans</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modification</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
<p><b>Core Instructional and Supplemental Materials Professional Resources:</b></p>	<p><b>Core Instructional, Supplemental, Instructional, and Intervention Resources</b></p>

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<div data-bbox="285 248 1031 321"> <p><b>Core Professional Resources:</b></p> </div> <div data-bbox="285 321 1031 581"> <ul style="list-style-type: none"> <li>• Social Issues book clubs across fiction and nonfiction by Lucy Calkins</li> <li>• 2019-20 Teachers College Calendar, Third Grade, Social Issues book clubs across fiction and nonfiction Unit</li> <li>• <a href="#">2019-20 Teachers College Calendar</a></li> <li>• Florham Park <a href="#">ELA PD Sharing Website</a></li> <li>• <a href="#">The Reading Strategies Book</a> by Jen Serravallo</li> <li>• <a href="#">Prompting Guide</a></li> <li>• <a href="#">Writing Resources and Scope and Sequences</a></li> <li>• <a href="#">Units of Study Online Resources</a></li> </ul> </div> <div data-bbox="285 581 1031 654"> <p><b>Supplemental Professional Resources:</b></p> </div> <div data-bbox="285 654 1031 1015"> <ul style="list-style-type: none"> <li>• <a href="#">Leveled Literacy Intervention Kits</a></li> <li>• <a href="#">When Readers Struggle - Teaching What Works - Irene Fountas and Gay Su Pinnell</a></li> <li>• <a href="#">Rubric for Assessing a Retell on a Reading Level Assessment - Levels A-Z (Teachers College)</a></li> <li>• <a href="#">Benchmarks for Oral Fluency Rate - Words Per Minute (Teachers College)</a></li> <li>• <a href="#">Primm Book</a></li> <li>• <a href="#">Prompting Guide Part 1 - For Oral Reading and Early Writing</a></li> <li>• <a href="#">Prompting Guide Part 2 - For Comprehension : Thinking, Talking, Writing</a></li> <li>• <a href="#">Reading Strategies Book - Jennifer Serravallo</a></li> <li>• Florham Park <a href="#">ELA PD Sharing Website</a></li> <li>• <a href="#">Conferring Menus</a></li> <li>• <a href="#">Conferring Curriculum</a></li> </ul> </div>	<div data-bbox="1064 248 1915 321"> <p><b>Core Instructional Resources:</b></p> </div> <div data-bbox="1064 321 1915 630"> <ul style="list-style-type: none"> <li>• Any appropriate grade 3 novel as a read-aloud model to set up the routines</li> <li>• <i>Each Kindness</i> by Jacqueline Woodson</li> <li>• <i>The Big Orange Splot</i> by Daniel Pinkwater (Level L)</li> <li>• <i>Chrysanthemum</i> by Kevin Henkes (Level M)</li> <li>• <i>The Most Magnificent Thing</i> by Ashley Spires (Level L)</li> <li>• <i>Dancing in the Wings</i> by Kadir Nelson (Level L)</li> <li>• <i>Wilfred Gordon McDonald Partridge</i> by Mem Fox (Level N)</li> <li>• “Alone” from <i>Days with Frog and Toad</i> by Arnold Lobel (Level K)</li> <li>• <i>One Green Apple</i> by Eve Bunting (Level O)</li> <li>• <i>The Hundred Dresses</i> by Eleanor Estes (Level P)</li> <li>• Teacher-selected books for book talks and modeling good reader behaviors</li> </ul> </div> <div data-bbox="1064 630 1915 703"> <p><b>Supplemental Resources:</b></p> </div> <div data-bbox="1064 703 1915 1015"> <ul style="list-style-type: none"> <li>• <a href="#">Conferring Curriculum</a></li> <li>• Florham Park <a href="#">ELA PD Sharing Website</a></li> <li>• <a href="#">Conferring Menus</a></li> <li>• <i>The Big Idea Gang Series</i> by James Preller (Level P)</li> <li>• <i>Bink and Gollie Series</i> by Kate DiCamillo and Alison McGhee (Level M)</li> <li>• <i>Click</i> by Kayla Miller (Level P)</li> <li>• <i>Judy Moody Series</i> by Megan McDonald (Level M)</li> <li>• <i>Jake Maddox Girl Sports Stories</i> by Jake Maddox (Level P)</li> <li>• <i>Ruby Lu Series</i> by Lenore Look (Level N)</li> <li>• <i>How Oliver Olson Changed the World</i> by Claudia Mills (Level L)</li> <li>• <i>Nikki and Deja Series</i> by Karen English (Level N)</li> </ul> </div> <div data-bbox="1064 1015 1915 1086"> <p><b>Intervention Resources:</b></p> </div> <div data-bbox="1064 1086 1915 1218"> <ul style="list-style-type: none"> <li>• Leveled Literacy Intervention Texts</li> <li>• Six Minute Solutions</li> <li>• Fountas and Pinell Guided Reading</li> <li>• Fountas and Pinell Shared Reading</li> </ul> </div>
<div data-bbox="285 1243 1031 1284"> <p><b>Interdisciplinary Connections</b></p> </div> <div data-bbox="285 1284 1031 1409"> <ul style="list-style-type: none"> <li>• Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies.</li> <li>• In Social Studies discuss routines in the community</li> <li>• Understand what it means to “read close” in social studies, science, and foreign language.</li> </ul> </div>	<div data-bbox="1064 1243 1915 1284"> <p><b>Integration of Technology through NJSLs</b></p> </div> <div data-bbox="1064 1284 1915 1409"> <ul style="list-style-type: none"> <li>• Create a word study word sort in Inspiration.</li> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> </ul> </div>

**Grade 3 Scope and Sequence**

<ul style="list-style-type: none"> <li>• Offer short, nonfiction picture books and nonfiction articles on science, social studies, and foreign language related activities to encourage building background knowledge and independent reading about topics of interest to students.</li> <li>• Encourage students to respond to texts in their specific subject area notebooks as they reflect on what they have been reading.</li> <li>• Highlight texts, themes, and reflections that connect to themes related to the Holocaust; i.e. power, bullying, empathy, and social activism.</li> </ul>	<ul style="list-style-type: none"> <li>• Use document camera or overhead projector for shared reading of texts.</li> </ul> <p>Ongoing:</p> <ul style="list-style-type: none"> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>• Use Microsoft Word, Inspiration, or Smart Board Notebook software to write the words from their word sorts.</li> <li>• Use Inspiration to create a double timeline looking at plot events and character motivation.</li> </ul>
<p><b>Integration of 21st Century Themes and Skills</b></p>	<p><b>Media Literacy Integration</b></p>
<ul style="list-style-type: none"> <li>• Financial, Economic, Business, and Entrepreneurial Literacy</li> <li>• Civic Literacy</li> <li>• Health Literacy</li> <li>• Social Justice Literacy</li> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem Solving Communication and Collaboration Information Literacy</li> <li>• Media Literacy</li> <li>• Life and Career Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to look for specific things when they view videos or read print material, and then ask questions about those items</li> <li>• Build on the intuitive knowledge students have gained from media about the story and character</li> <li>• Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic</li> <li>• Use print materials to practice reading and comprehension skills</li> </ul>
<p><b>Career Education</b></p>	<p><b>Global Perspective</b></p>
<ul style="list-style-type: none"> <li>• <a href="#">New Jersey Educational Field Trip</a></li> <li>• <a href="#">Connect With Rick Riordan</a></li> <li>• <a href="#">Author Visit Kit</a></li> <li>• <a href="#">Authors Who Skype</a></li> </ul>	<ul style="list-style-type: none"> <li>• National Hispanic-Latino Heritage Month</li> <li>• National Disability Employment Awareness Month</li> <li>• National American Indian Heritage Month</li> <li>• Black History Month</li> <li>• National Women's History Month,</li> <li>• National Irish-American Heritage Month</li> <li>• National Italian American Heritage Month</li> <li>• Asian Pacific American Heritage</li> <li>• Older Americans' Month</li> <li>• Jewish American Heritage Month</li> <li>• Week of Respect</li> <li>• Red Ribbon Week</li> <li>• International Dot Day (September 16)</li> </ul>
<p><b>Bend/Goals</b></p>	<p><b>Teaching Points</b></p>
<p><b>Reading to Learn About Issues in the World and in Our Lives</b> (Sessions 1 &amp; 2: <i>Learning Life Lessons from Reading</i>)</p>	<ul style="list-style-type: none"> <li>• (pgs. 5-6 / Two-day lesson) Today I want to remind you that books can teach us life lessons. Even before you start reading, you can preview a book, maybe by reading the back blurb or flap, and think about what lessons the characters might learn. That can help you think more about what lessons you might learn from the book. The important thing is to carry those ideas with you as you read and keep thinking about them. (Note: Spend the first day reading aloud a few picture books that have some particularly powerful messages and involve students in discussing what they can take from these—how these offer ideas for what they can do to make the classroom and larger community better.)</li> </ul>

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*(Session 5: Knowing What is Really Important in a Story)*

- 1. Think about what you are learning from this book that is helping you think about how to live your life. Ask yourself, “What does this make me think about how we can make our classroom better? Our community better?”
  2. Read aloud part of your book to your partner.
  3. Ask your partner if he/she notices any life lessons in your book right from the start.
  4. Take turns discussing the life lessons.
- **(p. 6) Today I want to teach you that the problems characters face and the ways in which they respond to them are not only windows into who the character is, but also to what the story says about life.**
  1. Read part of your book and put a post-it on moments when you see your character facing an issue, then struggling, then overcoming or not overcoming the issue. Ask yourself, “What might this story be trying to teach me about life in this moment? What can we learn from this story?”
  2. With your partner, ask each other the following questions:
    - a. What part makes you think that?
    - b. Can you show me what parts gave you that idea?
    - c. What details in the text support that idea?
- **(p. 7) Today I want to teach you that one book can teach many lessons. Readers push themselves to ask, “What else might this book be teaching me?” to keep growing rich, strong ideas.** *(Note: You’ll want to show students that books can teach us more than one lesson. You might return to the read aloud you did on the first day, reminding students of how many different ideas the class discussed about the book.)*
  1. Spend some time rereading parts of your book.
  2. Look for other lessons you might learn from this book or other ideas you could grow about it.
  3. Share your thoughts with your partner and ask your partner if he/she notices any of the same lessons in his/her book.

## A Few Possibilities

Sometimes in life friends can hurt each other.  
Sometimes talking about problems can make them better.  
Sometimes people don't realize they are hurting others.  
Sometimes you don't get a second chance.  
Sometimes you are braver than you think you are.  
Sometimes you will do anything to help people you love.

- (p. 8) Today I want to teach you that once you know more about the bigger meanings in a story, that can help you to read the story in a way where really important parts shine through to readers. *(Note: Teach students that now that*

Grade 3 Scope and Sequence

<p><i>(Session 6: Thinking about Lessons That Stand Out and Are Important)</i></p>	<p><i>they know some of the larger meanings of the story, that can help them to know how to read it differently. One way to help students grasp this idea is to set them up to read aloud their text with the goal of reading in such a way as to help the parts the student sees as most important shine through.)</i></p> <ol style="list-style-type: none"> <li>1. Practice rereading parts of your book thinking about how you might read it aloud to really bring out some of those bigger messages you are seeing. See the places that shine out as being really important to that lesson.</li> <li>2. Read aloud a part to your partner making your voice extra expressive to emphasize those places in a way to really make the important parts shine.</li> </ol> <ul style="list-style-type: none"> <li>● <b>(p. 8) Today I want to teach you to consider that although every book can teach many lessons, usually there are one or two lessons in a book that especially stand out to a read and become very important to him/her.</b> <ol style="list-style-type: none"> <li>1. Think about a lesson or issue that you have seen inside a book that feels especially important to you.</li> <li>2. Ask yourself, “How does learning that lesson help me think about how we could make our classroom better? How could I make things better at home? How could the larger community be better?”</li> <li>3. Share your thinking with your partner.</li> </ol> </li> </ul>
<p><b>Reading with a Lens</b> <i>(Session 7:</i></p>	<ul style="list-style-type: none"> <li>● <b>(p. 9) Today I want to teach you that once you start caring about an issue—say bullying, you start seeing it everywhere—in the stories you read, in the news, in everything that happens around you. You get new ideas, you get more complicated ideas, you get lots of ideas. You change your thinking. And you think about what you can do in your own life—how you can make the world better in terms of this issue. Today, we are going to put books together that involve bigger issues. You are going to help assemble the text sets to go in these baskets.</b> <i>(Note: Ask students to help you to make baskets around bigger issues. Let students know that they have been working hard to grow deep rich ideas about their books and many have noticed that sometimes characters in books face similar troubles. Explain that there are life issues that relate to lots of people and lots of stories.)</i> <ol style="list-style-type: none"> <li>1. Think about the ideas and issues you have discussing that you care about.</li> <li>2. Make a list of the issues you care most about.</li> <li>3. Some may include:               <ol style="list-style-type: none"> <li>a. Struggles in Families</li> <li>b. The Importance of Friendship</li> <li>c. Dealing with Loss</li> <li>d. Growing Up</li> <li>e. Fitting In</li> <li>f. Standing Up</li> <li>g. Teasing / Bullying</li> </ol> </li> <li>4. Sort and assemble the text sets.</li> <li>5. Jot a list of the three issues you would most like to study, and I will do my best to make sure you get one of these issues.</li> </ol> </li> </ul>

*(Session 12: Thinking about  
Different Character Perspectives)*

- (p.10) Today I want to teach you that when you read a text thinking about an issue, you can use that issue kind of like a lens. You can keep that issue in mind and look at the story through the lens of that issue and that can help you to notice more in the text. *(Note: When students come to reading workshop, you will want to give each club their basket. You might return to a read aloud and reread the start, now showing students how you linger over details of a text and consider that they show about an issue.)*
  1. Begin reading your book and point to key parts of the text that you think connect to the issue.
  2. With your partner, bring those actual phrases into your talk using a lens for the issue that you read about. *For example, if your issue is bullying you might give examples about how a character feels when kids stare at someone or maybe how new students are treated--how not talking or welcoming others can be a way of excluding and bullying them.*
- (p. 11) Today I want to remind you that good readers don't only think about the lens of their club's issue, but they also do all the reading work they have learned to do.
  1. As you read through the different texts in your basket, think about what you have learned about the story mountain and think about what places in a story seem like ones that will most reveal a bigger issue.
  2. Pay close attention to the climax and the ending.
  3. Jot on a Post-it note about how the issue shines through these parts, in particular.
- (p. 11) Today I want to teach you that is important to pay close attention to the details in a story, and talking about those details with others, can lead to a richer understanding.
  1. As you read through a story, begin pausing at little physical details about the character or setting, wondering what connection these details have to the social issue.
  2. With your club members, talk about how these details connect with your issue.
- (p. 12) Today I want to remind you that when people intend to read a book with a particular lens, often first, they read for the story, for what happens, and then they read, asking, "What does this story teach me about \_\_\_\_\_?"
  1. As you read today, put a Post-it on moments when you see your characters first facing an issue, then struggling, or actually overcoming the issue.
  2. Ask yourself, "What might this part of the story be trying to teach me about life?"
  3. Share your thinking with your book club.
- (p. 12) Today I want to teach you that when you read different books that address the same issue, you can put those books in conversation with each other to think about what they each might be saying about the issue. One way to do this is to think about the issue from the perspective of different characters in the books. You can almost step into the shoes of different characters and think about and discuss the issue as those different characters. *(Note: Practice this with students by first having students role play by blending your teaching and active engagement. One choice is to ask*

*(Session 13: Comparing Texts)*

1. When you join your club today prepare to have a conversation as a different character from a book you have read that you think would be a good selection.
2. Reread the part and write on a Post-it what you want to say in your club meeting.
3. In your club meeting, take turns talking about the issue you are studying by pretending to be the character in your book.
4. Discuss with your club what you are thinking now about the issue and how you might make the classroom and school better.

*(Session 14: Living Differently  
Based on My Reading)*

- **(p. 13) Today I want to remind you to think about all the ways you know how to compare and contrast books.**  
*(Note: Remind students of what they already learned about how to compare and contrast books. Put up your charts from Bend III from the “Character Studies” unit.)*
  1. Think about all the ways you learned how to compare and contrast books.
  2. Make up an assignment for yourself for how you will work today.
  3. You might decide to debate questions about characters from different texts such as, “Who had changed more? Who is a better friend? Or Who is a better problem-solver?” It is your choice!
- **(p. 13) Today I want to teach you to think about the issue you are studying, and also think about what ideas you have for living differently because of your reading.**
  1. Now that you have read across several texts, think about the issues you care about.
  2. Jot down some ways or draw on your Post-it some text evidence that shows your thoughts.
  3. Talk to your partner about it and discuss what ideas you have for living differently because of your reading. For example, ways in which people can stand up to bullies.

## Reading with a New Lens and Bringing Our Reading Lenses to The World *(Session 15: Using a Repertoire of Reading Strategies to Grow Rich, Strong Ideas)*

- **(p. 14) Today I want to teach you that when readers set out to research—in this case to study an issue deeply—they start by making a plan for how that study will go. They think about all that they know how to do—about their repertoire of reading strategies—and they make a plan for the study on which they’re embarking.** *(Note: Explain to students that in this bend, their club will take up a new lens. They will study a new issue, reading a basket of books about that issue and considering more about that issue. Let students know that each club will introduce the basket to the club who will study it next.)*

*(Session 18: Setting Reading Goals)*

- 1. You have learned a lot about how to study an issue, so today you will pick something to introduce to another club.
  2. Once you are introduced to your new issue, think about all you that you have already learned to push yourself to grow rich, strong ideas about new issue you are studying.
  3. Make a plan and go off to read. Maybe today you might read a picture book or a poem with your club, read aloud, pausing, talking a bit and reading more, or your club might decide to each read something different. It is your choice.
- **(p. 14) Today I want to teach you that when they want to learn about social issues in a book, readers pay close attention to scenes that bring out a strong reaction in them—ones that present an unfair situation. They notice how characters react to this situation and then think, “What am I learning about this issue from this scene?”**
  1. Read a scene that maybe bothers you, that you feel is unfair to your character.
  2. Think as if you are the character in the scene and reread it. Then, reread it again thinking as another character in the scene. Turn and talk to your partner about what you are learning.
  3. Ask yourself and discuss with your partner the following questions:
    - a. Which issues seem important in this story?
    - b. What are the characters’ reactions to these issues?
    - c. How do the characters deal with these issues?
    - d. What perspective does each character have on this issue?
    - e. If the perspective is different, what explains the difference?
- **(p. 15) Today I want to remind you that every word in a story is a choice by the author. To figure out why a word may have been used, you need to figure out what it means by noticing how it is used.** *(Note: As you teach with a lens of interpretation, it is helpful to point out nuanced language that connects to the theme of the text.)*
  1. Read a part of your story, and notice if the author is trying to make you pause your reading on purpose. Do you see any dashes in front of words, are words bolded or in italics? Does she use words that make me wonder about the character?
  2. Pause and think, “What does this really mean? Why might the author be using a specific phrase? Did the author choose a particular phrase to make an important point? How does the author’s use of language connect to the theme of the book?
  3. Share your ideas with your book club.
- **(p. 15) Today I want to teach you that good readers set reading goals and share their goals with their club members to support each other in reaching these goals.**
  1. Take a look at your notebook pages and post-its. Put the *Learning Progression* chart side by side and compare how you are doing.
  2. Put a checkmark on areas where you think you could work a bit harder.
  3. Set reading goals to push your thinking ahead. Share your goals with your club members.



*(Session 21: Creating Mini-Social Action Projects)*

- **(p. 15) Today I want to remind you that it is important to talk about the issues that characters have in your book with other club members. Talking about these issues can sometimes be tricky business, so it helps to ask other readers questions.**
  1. In your club today, talk about the issues the characters have in your book.
  2. Together, take turns thinking about and discussing the following questions:
    - a. How do we feel about how this group is being represented?
    - b. Does this fit with what we have seen in the world?
    - c. Is there something the author seems to want us to know about being a member of this group?
    - d. Does this fit with our lives?
    - e. What kind of community is this?
    - f. What causes people to act this way?
    - g. What would happen if the character's groups were 'flipped' that is, if a girl character was a boy or a poor character was rich?
    - h. Would that change the character's choices or reactions?
    - i. What does this say about what we believe?
- **(p. 16) Today I want to teach you that writing in your notebook about new ideas and concerns about the issues you have been studying helps to stretch our thinking.**
  1. Think about the new ideas and concern about the issues you have been studying.
  2. Look at thought prompts you learned:
    - a. "This makes me think..."
    - b. "On the other hand..."
    - c. "This connects with..."
    - d. "I used to think...but now I think..."
  3. Write down your ideas in your reading notebook.
  4. Share your ideas with your book club.
- **(p. 16) (Two Day Lesson) Today I want to teach you to create a mini-social action project as a spin-off to all the work we have done together throughout the unit.**
  1. With your club members, choose an issue you studied, feel strongly about, and want to take action around to make some positive changes.
  2. Maybe, decide on an idea for how to make our classroom and school better.
  3. Draw on all you know about writing to make a real world difference.

### Some Ideas:

Grade 3 Scope and Sequence

	<ul style="list-style-type: none"><li>• Plan, write, and deliver little presentations to younger students about these issues or film presentations on them.</li><li>• Prepare a read aloud or two of a book (or part of a book) that you find really important and deliver it to a younger grade, reading aloud in such a way to get the important parts they see to shine through and helping younger kids to talk about the issues in the text.</li><li>• Create warning labels for texts you find have gone along with stereotypes.</li><li>• Write a letter, present to a class, make a poster campaign, or script and video tape a public service announcement.</li></ul>
<b>Skills (Students will be able to...)</b>	
• Make relevant connections to demonstrate understanding of a text.	
• Describe the characters in a story and explain how their actions contribute to the plot.	
• Determine the meaning of words and phrases as they are used in a text.	
• Compare, contrast and reflect on the central message/theme, lesson, and/ or moral, settings, and plots of different stories.	
• 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.	
• Distinguish their own point of view from that of the author of a text.	
• Read with sufficient accuracy and fluency to support comprehension.	
• Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	