Bi-Borough
New Jersey Student Learning Standards
Language Arts Curriculum

Reading
Grade Three

Revised June 2017

Oradell Public School
River Edge Public Schools

Curriculum Contributors
Cathy Danahy
Julia Diminich
Debbie Lane
Wendy Otis
Melissa Pizza
Gail Tobey
Anne Marie Wyks

TABLE OF CONTENTS

THIRD GRADE READING CALENDAR

Unit	Schedule
Unit 1: Careful Readers Have Good Habits: Readers follow routines; build stamina and comprehension by growing ideas about text through reading and talking about books	September – October
Unit 2: Analyzing the Relationship Between Character and Plot in Fiction and Biography	October – November
Unit 3: Interpreting Text Through Discussions of Story Elements – Book Clubs	December
Unit 4: Strengthening Comprehension Skills and Strategies in Nonfiction/Informational Text	January –February
Unit 5: Mystery Genre Study	February –March
Unit 6: Demonstrating Text Comprehension in a Variety of Genres	March – April
Unit 7: Strengthening Comprehension Skills and Strategies in Content Area Reading	May - June

THIRD GRADE READING
UNIT ONE: CAREFUL READERS HAVE GOOD HABITS

NEW JERSEY STUDENT LEARNING STANDARDS

RL.3.1   Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.4   Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

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).

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.3.4   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.3.7   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).

SL.3.3   Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

9.1.4.A.1   Apply critical thinking and problem solving skills to solve problems

9.1.4.B.1	Gather and evaluate knowledge from a variety of sources that fosters creativity and innovative thinking
9.1.4.C.1	Collaborate in teams that allows groups to achieve common goals with greater efficiency
9.1.4.D.3	Understand different cultural perspectives to enhance communication
9.1.4.E.1	Integrate digital media to enhance communication
9.1.4.F.1	Promote ethical behavior and accountability
8.1.4.A.1	Understand how to use digital tools for appropriate applications
8.1.4.A.1	Understand how to use word processing programs
8.1.4.A.3	Understand how to use digital tools to create a multimedia presentation
8.1.4.D.1	Practice cyber safety

BIG IDEAS/COMMON THREADS

All students will sustain reading increasingly complex texts through a variety of genres with comprehension and fluency.

ENDURING UNDERSTANDINGS

Readers establish routines and behaviors that lead to comprehension while participating in reading workshop.

ESSENTIAL QUESTIONS

How do readers establish routines and behaviors that lead to comprehension while participating in reading workshop?

MODULE ASSESSMENT

Teachers' College Reading
Assessment Mondo Oral Language
Assessment- Unit 1
Reading Notebook Entries

UNIT OBJECTIVES

Students will be able to...
- use accountable talk in whole group, small group, and in partnerships
- read with fluency

- respond to questions in complete sentences
- identify and read a variety of genres
- ask and answer questions
- determine the meaning of words and phrases
- use story elements to write or speak about text
- distinguish point of view
- make predictions and inferences
- explain the relationship between illustration and words in text

SKILLS

Students will be able to…

- become a member of a community of readers
- maintain the routines and expectations of reading workshop
- build stamina to sustain reading for thirty minutes
- make text-to-self, text-to-text, and text-to-world connections
- use text to support asking and answering questions
- demonstrate comprehension through discussion
- use prior knowledge and information from the text to predict and infer
- use word study to decode and support comprehension
- make predictions on ways characters in the story could solve problems
- work in book clubs, guidance centers, and on tasks like developing board games that reflect the events in a story
- read literature that develop insight about characters from different cultures
- use digital media to learn and present about topics
- identify ethical behavior in the characters that they read about
- recognize the factors that contributed to the characters financial failures and successes
- use digital tools to generate text, for research, and to communicate information via multimedia presentations, within the guidelines of the A.U.P.

RESOURCES
MONDO
Transparencies:
Javed's Pet
Big Books:
Touch the Earth
Today's Weather Is… A Book of Experiments
Songs/Charts:
House Monsters
Fingerprint
Sounds of Winter
Sports Song
I Love to Splash
Info Pairs:
Labor Day in the United States / Labor Day in Canada

AUTHENTIC LITERATURE
Trade Books:
Muggie Maggie- Cleary
PaLia's First Day- Edwards
Centerfield Ball Hawk- Christopher

Read Aloud Suggestions:
Class Clown- Hurwitz
The Witches- Dahl
The War With Grandpa- Smith

WEBSITES
http://www.scholastic.com/teachers/top_teaching/2009/10/reading workshop
http://www.scholastic.com/teachers/top_teaching/2009/10/classlibrary
http://www.scholastic.com/teachers/top_teaching/2009/11/assessment-reading- workshop
http://hill.troy.k12.mi.us/staff/bnewingham/myweb3/
http://www.scholastic.com/teachers/lesson-plan/creating-reading-community- your-classroom

Oradell and River Edge Public Schools
RE BOE Approved (7/26/17)
OPS BOE Approved

http://hill.troy.k12.mi.us/staff/bnewingham/myweb3/

PROFESSIONAL REFERENCES
Learning Continuum by Fountas and Pinnell

THIRD GRADE READING
UNIT TWO: ANALYZING THE RELATIONSHIP
BETWEEN CHARACTER AND PLOT IN FICTION
AND BIOGRAPHY

NEW JERSEY STUDENT LEARNING STANDARDS

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

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.3.9 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).

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.3.6	Distinguish their own point-of-view from that of the author of a text.
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.
9.1.4.A.1	Apply critical thinking and problem solving skills to solve problems
9.1.4.B.1	Gather and evaluate knowledge from a variety of sources that fosters creativity and innovative thinking
9.1.4.C.1	Collaborate in teams that allows groups to achieve common goals with greater efficiency
9.1.4.D.3	Understand different cultural perspectives to enhance communication
9.1.4.E.1	Integrate digital media to enhance communication
9.1.4.F.1	Promote ethical behavior and accountability
9.2.4.A.1	Link educational achievement, career choice, and entrepreneurial skills to achieve a desired level of income and lifestyle choices
8.1.4.A.1	Understand how to use digital tools for appropriate applications
8.1.4.A.1	Understand how to use word processing programs
8.1.4.A.3	Understand how to use digital tools to create a multimedia presentation
8.1.4.D.1	Practice cyber safety
8.1.4.E.1	Use information gathered through digital tools to assist in generating solutions and making decisions

BIG IDEAS/COMMON THREADS

All students will sustain reading increasingly complex texts through a variety of genres with comprehension and fluency.

ENDURING UNDERSTANDINGS

Readers utilize comprehension strategies to analyze the intricate

relationship between character development and its impact on plot.

ESSENTIAL QUESTIONS
How do readers utilize comprehension strategies to analyze the intricate relationship between character development and its impact on plot?

MODULE ASSESSMENT
Reading Notebook Entries
Unit 2- Character Assessment

UNIT OBJECTIVES
Students will be able to...
- predict and infer
- describe characters according to their traits, motivations, and feelings
- retell events sequentially
- determine main idea of text
- determine the theme
- compare and contrast theme of books in a series or with similar characters
- describe the relationship between a series of historical events
- determine cause and effect
- distinguish point of view
- present main idea and supporting details through text, media, oral presentations

SKILLS
Students will be able to...
- explain how a character's actions contribute to the plot
- record observations about character in the reader's notebook
- analyze what a character says and does to predict and infer
- make predictions based on what the character's actions (say, think, do)
- use the lessons characters learn to determine the theme of a story
- identify, empathize, or sympathize with character(s)

- express realizations or observations of character
- synthesize text to determine theme or main idea
- distinguish point of view first person versus third person narration
- expand their use of word study strategies to support comprehension and fluency
- identify cause and effect
- sequence events in a chronological order
- make predictions on ways characters in the story could solve problems
- research topics in stories to develop expertise and offer new solutions
- work in book clubs, guidance centers, and on tasks like developing board games that reflect the events in a story
- use digital media to learn and present about a person (biography)
- identify ethical behavior in the characters and people that they read about
- recognize the factors that contributed to the characters financial failures and successes
- use digital tools to generate text, for research, and to communicate information via multimedia presentations, within the guidelines of the A.U.P.

RESOURCES
MONDO
Transparencies:
Javed's Pet
Sports Hall of Fame- Venus and Serena Williams
Grandpa at the Beach
The Air Mattress Hurricane on Seashell Island
Big Books:
Journey to a New Land
Songs of Myself: An Anthology of Poems and Art
Songs/Charts:
Empty Room

Info Pairs Cards:
Meet Dr. Molina

Black Coffee With Ants,
Please Mary Ann Shadd Cary
Dolores Huerta

AUTHENTIC LITERATURE
<u>Hundred Dresses</u> Estees
<u>Helen Keller</u> Davidson
<u>Class Clown</u> Hurwitz
<u>Houdini</u> Kraske
<u>Stone Fox</u> Gardiner
<u>Molly's Pilgrim</u> Cohen
Read Aloud Suggestions
<u>Teammates</u> Golenbock

WEBSITES
http://hill.troy.k12.mi.us/staff/bnewingham/myweb3/ http://nancykeane.com/rl/#Values

THIRD GRADE READING
UNIT THREE: INTERPRETING TEXT THROUGH STORY ELEMENTS - BOOK CLUBS

NEW JERSEY STUDENT LEARNING STANDARDS

RL.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

RL.3.3 Describe 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).

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.   Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

      b.   Follow agreed-upon rules 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.3.3   Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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

9.1.4.A.1   Apply critical thinking and problem solving skills to solve problems

9.1.4.B.1   Gather and evaluate knowledge from a variety of sources that fosters creativity and innovative thinking

9.1.4.C.1   Collaborate in teams that allows groups to achieve common goals with greater efficiency

9.1.4.D.3   Understand different cultural perspectives to enhance communication

9.1.4.E.1   Integrate digital media to enhance communication

9.1.4.F.1   Promote ethical behavior and accountability

8.1.4.A.1   Understand how to use digital tools for appropriate applications

8.1.4.A.1   Understand how to use word processing programs

8.1.4.A.3   Understand how to use digital tools to create a
                  multimedia presentation
8.1.4.D.1   Practice cyber safety
8.1.4.E.1   Use information gathered through digital tools
                  to assist in generating solutions and making
                  decisions

BIG IDEAS/COMMON THREADS
All students will sustain reading increasingly complex texts through a variety of genres with comprehension and fluency.

ENDURING UNDERSTANDINGS
Readers deepen their understanding of story elements, theme, and main idea through discussions in book clubs.

ESSENTIAL QUESTIONS
How do readers deepen their understanding of story elements, theme, and main idea through discussions in book clubs?

MODULE ASSESSMENT
Reading Notebook Entries
Unit Assessment

UNIT OBJECTIVES
Students will be able to...
- use illustrations to enhance comprehension
- express thoughts in writing
- extrapolate meaning from figurative language
- engage in accountable talk
- cite evidence from text
- describe characters according to their traits, motivations, feelings
- make, adjust, and confirm predictions
- make inferences
- identify story elements and their relationship to plot
- summarize events in sequence

SKILLS

Students will be able to…

- engage in a range of collaborative discussions
- ask and answer questions to support your thinking
- cite evidence from text to support your thinking
- determine the central message and support with evidence from the text
- retell events sequentially
- analyze what a character says and does to predict and infer
- make predictions based on what the character's actions (say, think, do)
- distinguish literal from non-literal language
- understand how plot develops
- make connections between illustrations and text
- make text-to-text connections referring to theme, setting, plot, character
- expand their use of word study strategies to support comprehension and fluency
- make predictions on ways characters in the story could solve problems
- research topics in stories to develop expertise and offer new solutions
- work in book clubs, guidance centers, and on tasks like developing board games that reflect the events in a story
- read literature that develop insight about characters from different cultures
- use digital media to learn and present about topics
- identify ethical behavior in the characters that they read about
- recognize the factors that contributed to the characters financial failures and successes
- use digital tools to generate text, for research, and to communicate information via multimedia presentations, within the guidelines of the A.U.P.

RESOURCES
MONDO
Transparencies:
Breakfast Bird and Other Animal Stories- Old Sultan
Big
Books:
Touch the Earth
The Gift of Song
From Guided Reading:
Breakfast Bird and Other
Stories
Folktales from Asia
The Frog that Would Be King
Little Brown Jay- A Tale from India

AUTHENTIC LITERATURE
Suggested novels for Book Clubs:
The Mouse and the Motorcycle Beverly Cleary
Ralph S. Mouse Beverly Cleary
Runaway Ralph Beverly Cleary
Monster's Ring
Chocolate Touch
Folktales and Legend Trade books:
Anansi the Spider
Arrow to the Sun
Japanese Folktales
Read Aloud Suggestions
Ramona The Pest Cleary

 Websites:
 www.enchantedlearning.com

THIRD GRADE READING
UNIT FOUR: STRENGTHENING COMPREHENSION SKILLS AND STRATEGIES IN NONFICTION / INFORMATIONAL TEXT

NEW JERSEY STUDENT LEARNING STANDARDS

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.3.9	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.
9.1.4.A.1	Apply critical thinking and problem solving skills to solve problems
9.1.4.B.1	Gather and evaluate knowledge from a variety of sources that fosters creativity and innovative thinking
9.1.4.C.1	Collaborate in teams that allows groups to achieve common goals with greater efficiency
9.1.4.D.3	Understand different cultural perspectives to enhance communication
9.1.4.E.1	Integrate digital media to enhance communication
9.1.4.F.1	Promote ethical behavior and accountability
8.1.4.A.1	Understand how to use digital tools for appropriate applications
8.1.4.A.1	Understand how to use word processing programs
8.1.4.A.3	Understand how to use digital tools to create a multimedia presentation
8.1.4.D.1	Practice cyber safety
8.1.4.E.1	Use information gathered through digital tools to assist in generating solutions and making decisions

BIG IDEAS/COMMON THREADS

All students will sustain reading increasingly complex texts through a

variety of genres with comprehension and fluency.

ENDURING UNDERSTANDINGS
Readers apply comprehension skills and strategies in reading of nonfiction/informational texts.

ESSENTIAL QUESTIONS
How do readers apply comprehension skills and strategies in reading of nonfiction/informational texts?

MODULE ASSESSMENT
Reading Notebook Entries
Unit Assessment

UNIT OBJECTIVES
Students will be able to...
- ask and answer questions
- locate main idea with supporting details
- determine main idea of text
- sequence information
- identify pertinent facts
- synthesize information
- compare and contrast key details from two texts on a topic
- understand cause and effect relationships
- recount experiences

SKILLS
Students will be able to...
- ask and answer questions to support your thinking
- explain how key details support main idea
- record pertinent information from text in the reader's notebook
- describe the relationship between concepts
- use context clues to determine meaning of unknown words
- use text features to locate information
- use information from illustrations and words in a text to demonstrate understanding

- describe the connection between sentences and paragraphs
- recognize sequence through the use of transition words
- compare and contrast information from multiple texts
- recognize cause and effect relationships
- recount an experience with appropriate facts using transition words
- engage in a range of collaborative discussions
- determine importance of information
- differentiate between fact and opinion
- research topics in stories to develop expertise and offer new solutions
- use digital media to learn and present about topics
- use digital tools to generate text, for research, and to communicate information via multimedia presentations, within the guidelines of the A.U.P.

RESOURCES
MONDO
Transparencies:
Grizzly Bears
Skyscrapers and Towers
Island Adventures
Did You Know?
Tepees
Ivy's Journal
Info Pairs: ANY
Big Books:
What Makes A Bird A Bird
Salmon
Songs/Charts:
What'll They Think of Next
Spiders
Sports Song

AUTHENTIC LITERATURE
Scholastic News/ Time for Kids/ Weekly Reader
Read Aloud:
The Moon, Simon

THIRD GRADE READING
UNIT FIVE: MYSTERY GENRE STUDY

━━━━━━━━━━━━━━━━━━━━━━━━━━━━━━━━━━━

NEW JERSEY STUDENT LEARNING STANDARDS

RL.3.1 Ask and answer questions,and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

RL.3.3 Describe 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.3.9 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)

9.1.4.A.1	Apply critical thinking and problem solving skills to solve problems
9.1.4.B.1	Gather and evaluate knowledge from a variety of sources that fosters creativity and innovative thinking
9.1.4.C.1	Collaborate in teams that allows groups to achieve common goals with greater efficiency
9.1.4.E.1	Integrate digital media to enhance communication
9.1.4.F.1	Promote ethical behavior and accountability
8.1.4.A.1	Understand how to use digital tools for appropriate applications
8.1.4.A.1	Understand how to use word processing programs
8.1.4.A.3	Understand how to use digital tools to create a multimedia presentation
8.1.4.D.1	Practice cyber safety
8.1.4.E.1	Use information gathered through digital tools to assist in generating solutions and making decisions

BIG IDEAS/COMMON THREADS

All students will sustain reading increasingly complex texts through a variety of genres with comprehension and fluency.

ENDURING UNDERSTANDINGS

Readers use the characteristics of mystery to dig deeper and comprehend text.

ESSENTIAL QUESTIONS

How do readers use the characteristics of mystery to dig deeper and comprehend text?

MODULE ASSESSMENT

Reading Notebook Entries
Unit Assessment

UNIT OBJECTIVES

Students will be able to...

- understand the elements of mystery
- read and solve a mystery
- cite evidence
- retell sequentially
- make predictions
- make inferences
- compare and contrast themes of books within a series
- understand how point of view affects the story

SKILLS
Students will be able to...
- use the reader's notebook to record observations and thoughts
- engage in a range of collaborative discussions
- ask and answer questions to support your thinking
- cite evidence from text to support your thinking
- determine the central message and support with evidence from the text
- understand elements of mystery- crime solver, mystery, suspects, clues, red herring or distracter, solution
- retell events sequentially
- analyze what a character says and does to predict and infer
- make predictions based on what the character's actions (say, think, do)
- understand how a character's point of view affects the mystery
- compare and contrast theme of books in a series or with similar characters
- make predictions on ways characters in the story could solve problems
- work in book clubs, guidance centers, and on tasks like developing board games that reflect the events in a story
- use digital media to learn and present about topics
- identify ethical behavior in the characters that they read about
- use digital tools to generate text, for research, and to communicate information via multimedia presentations, within the guidelines of the A.U.P.

RESOURCES
MONDO
Transparencies:
Twiddle Twins Music Box Mystery

AUTHENTIC LITERATURE
Boxcar Children Series
Nate the Great Series
Cam Jansen Series
A to Z Mysteries
 Encyclopedia Brown
 Capital Mysteries
 Key to the Treasure
 Clues in the Woods

 Websites:
 http://www.scholastic.com/teachers/lesson-plan/exploring-mystery-genre

THIRD GRADE READING
UNIT SIX: DEMONSTRATING TEXT COMPREHENSION IN A VARIETY OF GENRES

NEW JERSEY STUDENT LEARNING STANDARDS

RL.3.1   Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2   Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

RL.3.3   Describe 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

Oradell and River Edge Public Schools
RE BOE Approved (7/26/17)
OPS BOE Approved

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).

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.

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 grade 3 topic/subject areas.

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.3.9	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.
9.1.4.A.1	Apply critical thinking and problem solving skills to solve problems
9.1.4.B.1	Gather and evaluate knowledge from a variety of sources that fosters creativity and innovative thinking
9.1.4.C.1	Collaborate in teams that allows groups to achieve common goals with greater efficiency
9.1.4.D.3	Understand different cultural perspectives to enhance communication
9.1.4.E.1	Integrate digital media to enhance communication
9.1.4.F.1	Promote ethical behavior and accountability
8.1.4.A.1	Understand how to use digital tools for appropriate applications
8.1.4.A.1	Understand how to use word processing programs
8.1.4.A.3	Understand how to use digital tools to create a multimedia presentation
8.1.4.D.1	Practice cyber safety
8.1.4.E.1	Use information gathered through digital tools to assist in generating solutions and making decisions

BIG IDEAS/COMMON THREADS

All students will sustain reading increasingly complex texts through a variety of genres with comprehension and fluency.

ENDURING UNDERSTANDINGS

Readers apply comprehension skills and strategies to respond to questions about text.

ESSENTIAL QUESTIONS

How do readers apply comprehension skills and strategies to respond to questions about text?

MODULE ASSESSMENT

Reading Notebook Entries
Practice Tests

UNIT OBJECTIVES

Students will be able to...
- sequence text
- use context clues
- make predictions
- recognize main idea, theme, point of view, author's purpose
- recognize cause and effect, fact and opinion
- determine character traits and story elements
- make meaningful connections
- determine importance
- draw conclusions
- recognize/distinguish figurative language
- make judgments and form opinions

SKILLS

Students will be able to...
- identify the genre of passage and set a purpose for reading
- identify explicit and implicit questions
- follow sequential or procedural events
- identify and evaluate story elements
- determine author's purpose and predict outcomes
- interact with the text to make meaningful connections
- identify, synthesize, and analyze main idea and supporting details
- identify, synthesize, and analyze theme
- use context clues to determine meaning and define unfamiliar words

- analyze the relationship between cause and effect
- distinguish between fact and opinion and determine importance
- distinguish point of view between narrator/author/character and reader
- recognize figurative language
- synthesize text in order to make judgments and draw conclusions
- make predictions on ways characters in the story could solve problems

- research topics in stories to develop expertise and offer new solutions
- read literature that develop insight about characters from different cultures
- identify ethical behavior in the characters that they read about
- use digital tools to generate text, for research, and to communicate information via multimedia presentations, within the guidelines of the A.U.P.

RESOURCES
MONDO
Transparencies:
Take A Bow, Winky Blue
Big Books:
What's Happening? A Book of Explanations
Should There Be Zoos?
Should We Have Pets?
Info Pairs:
To Bottle or Not to Bottle / Plastic on Parade
Inuit Tradition Lives On / The Mascot Issue: What Do You Think?

AUTHENTIC LITERATURE
Ramona Quimby, Age 8, Cleary

THIRD GRADE READING
UNIT SEVEN: STRENGTHENING COMPREHENSION SKILLS AND STRATEGIES IN CONTENT AREA READING

NEW JERSEY STUDENT LEARNING STANDARDS

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.3.9   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.

SL.3.4   Report on a topic or text, tell a story, or recount an
experience with appropriate facts and relevant,
descriptive details, speaking clearly at an
understandable pace.

SL.3.5   Create engaging audio recordings of stories or poems
that demonstrate fluid reading at an understandable
pace; add visual displays when appropriate to emphasize
or enhance certain facts or details.

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

9.1.4.A.1   Apply critical thinking and problem solving skills to solve
problems

9.1.4.B.1   Gather and evaluate knowledge from a variety of
sources that fosters creativity and innovative
thinking

9.1.4.C.1   Collaborate in teams that allows groups to achieve
common goals with greater efficiency

9.1.4.D.3   Understand different cultural perspectives to
enhance communication

9.1.4.E.1   Integrate digital media to enhance communication

9.1.4.F.1	Promote ethical behavior and accountability
8.1.4.A.1	Understand how to use digital tools for appropriate applications
8.1.4.A.1	Understand how to use word processing programs
8.1.4.A.3	Understand how to use digital tools to create a multimedia presentation
8.1.4.D.1	Practice cyber safety
8.1.4.E.1	Use information gathered through digital tools to assist in generating solutions and making decisions

BIG IDEAS/COMMON THREADS
All students will sustain reading increasingly complex texts through a variety of genres with comprehension and fluency.

ENDURING UNDERSTANDINGS
Readers apply comprehension skills and strategies in reading of nonfiction/informational texts in the content areas.

ESSENTIAL QUESTIONS
How do readers apply comprehension skills and strategies in reading of nonfiction/informational texts in the content areas?

MODULE ASSESSMENT
Research and report on a given topic (i.e. Individual country- SS Unit)
Multimedia presentation

UNIT OBJECTIVES
Students will be able to...
- determine main idea and supporting details
- cite evidence from text
- utilize text features
- recognize author's point of view
- synthesize information
- identify the cause and effect relationships between events, ideas, or concepts
- report on a topic

SKILLS

Students will be able to...

- use text to determine the main idea and recount details
- refer explicitly to the text to ask and answer questions
- determine the meaning of relevant content words and phrases
- use text features to locate information and demonstrate understanding
- distinguish personal point of view from that of the author
- compare and contrast two texts in order to understand key points and details
- synthesize text to demonstrate comprehension
- read with fluency and accuracy
- engage in collaborative discussions
- use appropriate facts and relevant details to report on a topic
- utilize multi-media resources to report on a topic
- speak in complete sentences utilizing grammar convention
- research topics in stories to develop expertise and offer new solutions
- read informational text to develop insight about different cultures
- use digital media to learn and present about topics
- use digital tools to generate text, for research, and to communicate information via multimedia presentations, within the guidelines of the A.U.P.

RESOURCES
MONDO

Coming to America
Journey to a New Land
One Tree, Three Branches: Government in the United States
Who Makes the Laws
Labor Day in the United States
Labor Day in Canada
Citizenship Q&A
Journal of a New Citizen

Mondo Info Pairs

AUTHENTIC LITERATURE
Social studies and science trade books

Differentiation

Differentiation is a process teachers use to increase achievement by improving the match between the learner's unique characteristics: prior knowledge, cognitive level, learning style, motivation, strength or interest and various curriculum components: Nature of the objective, teaching activities, learning activities, resources and products.

This broad notion applies to learners from a diverse range of abilities, including: Gifted and Talented, English Language Learners, Students with Disabilities, and Students at Risk of School Failure. This addendum reveals pathways for differentiation specific to four distinct student populations.

Teachers can differentiate

- **Content** What we teach and how we give students access to the information and ideas that matter
- **Process** How students come to understand and "own" the knowledge, understanding, and skills essential to a topic
- **Product** How a student demonstrates what he or she has come to know,

understand and be able to do as a result of a segment of study

According to students'

- **Readiness** The current knowledge, understanding, and skill level a student has related to a particular sequence of learning
- **Interest** What a student enjoys learning about, thinking about, and doing
- **Learning Style** A student's preferred mode of learning. It is influenced by learning style, intelligence preference, gender and culture

Modifications

Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.

Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).

Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).

Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).

Use project-based science learning to connect social studies with real-life experiences.

Structure the learning around explaining or solving a social or community-based issue.

Provide ELL students with multiple literacy strategies.

Collaborate with after-school programs or clubs to extend learning opportunities.

Restructure lesson using UDL principles
    http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA

<mark>Gifted and Talented</mark> *(content, process, product and learning environment)*

N.J.A.C. 6A:8-‐3.1 Curriculum and instruction

District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.

Sample Differentiation Strategies and Techniques

Learning Agendas/Contracts
A learning contract is an agreement established between a student and the teacher; it sometimes involves the student's parents. The contract specifies concrete learning and/or behavioral objectives for the student that all parties agree need to be achieved. The contract also specifies:
- the goals of the contract
- the obligations of each party to the contract
- the time frame within which the terms of the learning contract are to be fulfilled
- the basis on which it will be determined that the conditions of the contract were met

Self-Directed Learning Specific ongoing activities in which students work independently

Curriculum Compacting Curriculum Compacting is an instructional technique that is specifically designed to make appropriate curricular adjustments for students in any curricular area and at any grade level.

Sample resource: *http://www.gifted.uconn.edu/sem/semart08.html*

RAFT Assignments RAFT is an acronym for a structured technique used to guide student writing. RAFT assignments are used to demonstrate a student's knowledge using a defined point of view. This strategy requires students to write using an assigned format to an audience other than the teacher.

Flexible Grouping Flexible grouping is a range of grouping students together for delivering instruction. This can be as a whole class, a small group, or with a partner. Flexible grouping creates temporary groups that can last an hour, a week, or even a month.

Jigsaw Activities Jigsaw is a strategy that emphasizes cooperative learning by providing students an opportunity to actively help each other build comprehension. Use this technique to assign students to reading groups composed of varying skill levels. Each group member is

responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team.

Graphic Organizers/Extension Menus Students select from a set of possible assignments (3 to 9 choices is common). Students may be required to select more than one choice. Choices offer differentiated objectives. Choices are often grouped by complexity of thinking skill. Activities are independent so students have freedom as well as responsibility. A variety of options enable students to work in the mode that most interests them.

Students at Risk of School Failure
Districts are required to administer grade level benchmark and/or interim assessments in content areas. After each administration, districts should analyze the data to identify which students are at-risk in this content area. Any of the strategies outlined in the other differentiation/modification categories may be used to address the needs of these students who may be at risk.

Oradell and River Edge Public Schools
RE BOE Approved (7/26/17)
OPS BOE Approved

English Language Learners

The purpose of adapting content lessons for LEP students is to lower the language barrier and make the English used in such lessons as comprehensible as possible. LEP students' capacity to learn can be greatly inhibited by the academic vocabulary and, sometimes, lack of cultural experience living in the United States for short periods of time. Every student deserves an education that culturally relevant and meaningful to his/her present and future lives.

Educators provide various grouping strategies such as flexible grouping and/or paired learning being sensitive to the language proficiency level of the LEP students. A student's capacity to become fluent in English will be greatly enhanced by activities in oral and written language that connect one's own life in meaningful and engaging ways.

Instructional Supports:
Hands-on materials
- Bilingual dictionaries
- Visual aids
- Teacher made adaptations, outlines, study guides
- Varied leveled texts of the same content

Preparing students for the lesson:
- *Building Background Information* Done through brainstorming, semantic webbing, use of visual aids and other comprehension strategies.
- *Simplifying Language for Presentation* Using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech.
- *Developing Content Area Vocabulary* Done through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary.
- *Concept Development* Enduring understanding requires thorough and contextualized study of subjects across grades and courses.
- *Giving Directions* Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc.

Presenting the Lesson:
- Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language used in instruction.
- Provide students with opportunities to express new knowledge and learning using

written, verbal, and nonverbal communication.
- Provide students with opportunities to participate in numerous discussions to increase ELLs competency and confidence in verbal discourse; frame classroom conversations on subjects of interest and cultural relevance.

WIDA -- <u>https://www.wida.us/</u>

<mark>Students with Disabilities</mark> *(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)*

Instructional adaptations for students with disabilities include, but are not limited to, the below approaches. These general suggestions are particularly resonant with students in classroom settings, grades K-12. The primary aim of education is cultivating active and informed citizens. For students with disabilities, self-determination and interdependence are two core principles of citizenship education that applies directly to their educational needs and interests.

Student Motivation Expanding student motivation to learn content can occur through: activity choice, appeal to diverse learning styles, choice to work with others or alone, hands-on activities, and multimodal activities.

Instructional Presentations The primary purpose of these adaptations is to provide special education students with teacher--initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (Instructional Preparation); structure and organize information to aid comprehension and recall (Instructional Prompts); and foster understanding of new concepts and processes (Instructional Application) e.g. relating to personal experiences, advance organizers, pre--teaching vocabulary and/or strategies; visual demonstrations, illustrations, models.

Instructional Monitoring Instruction should include opportunities for students to engage in goal setting, work with rubrics and

checklists, reward systems, conferences.

<u>Classroom Organization</u> The primary purpose of these classroom organization adaptations is to maximize student attention, participation, independence, mobility, and comfort; to promote peer and adult communication and interaction; and to provide accessibility to information, materials, and equipment.

<u>Student Response</u> The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward lesson/unit objectives.