



Reading Pacing Guide

Grade 3

MP	Units	Unit TOTAL*	Cumulative TOTAL**
MP1	Unit 1 – Good Citizens	25 days	25 days
MP1	FLEX DAYS	5 days	30 days
MP1-2	Unit 2 – Express Yourself	25 days	55 days
MP2	FLEX DAYS	5 days	60 days
MP2	Unit 3 – Learning Lessons	25 days	85 days
MP2	FLEX DAYS	5 days	90 days
MP3	Unit 4 – Extreme Nature	25 days	115 days
MP3	FLEX DAYS	5 days	120 days
MP3-4	Unit 5 – Going Places	25 days	145 days
MP4	FLEX DAYS	5 days	150 days
MP4	Unit 6 – Make Your Mark	25 days	175 days
MP4	FLEX DAYS	5 days	180 days

Pemberton Township School District

Third Grade Reading

Unit Title: Unit 1: Good Citizens

Stage 1: Desired Results

Standards & Indicators:

NJSLS Grade 3 English Language Arts

- RL.3.1
- RL.3.3
- RL.3.4.
- RL.3.5
- RL.3.7
- RL.3.10
- SL.3.1
- SL.3.2
- SL.3.3
- SL.3.4.
- SL.3.6
- RF.3.4
- L.3.3
- L.3.4
- L.3.5
- L.3.6

NJSLS Grade 3 Social Studies

- 6.1.P.B.2
- 6.1.P.D.3
- 6.1.P.D.4
- 6.1.4.D.11
- 6.1.4.D.13

NJSLS Grade 3 Science

- 3-5-ETS1-2

NJSLS Technology

- 8.1.5.A.1
- 8.1.P.E.1
- 8.1.2.E.1

NJSLS 21st Century Life and Careers

- CRP1.
- 9.2.4.A.2
- 9.3.12.BM-OP.2

Pemberton Township School District

Third Grade Reading

Central Idea / Enduring Understanding:

Students will...

- Represent important information about a narrative text: setting, characterization, and plot
- Identify conflict
- Think and grow ideas while reading
- Use the text to support conversation and thinking
- Integrate and synthesize ideas across parts of text
- Compare and contrast details within a text
- Draw logical conclusions about characters and events using evidence from the text
- Recognize aspects of genres

Essential/Guiding Question:

- What are the parts of a story?
- What helps you make decisions about a character?
- What clues in a story tell you about the characters?
- How can two bridges be alike and different?
- What causes someone to be called a hero?

Pemberton Township School District

Third Grade Reading

Content:

- **Big Idea:** People make a community strong.
- **Genres:** Humorous Fiction, Fantasy, Realistic Fiction, Historical Fiction, Biography
- **Weekly Fluency Focus:** Accuracy, Phrasing, Expression, Intonation
- **Weekly Target Vocabulary**
- **Vocabulary Strategies:** Multiple Meaning Words, Compound Words, Antonyms, Base Words & Endings (-s, -es, -ed, -ing), Prefix (-mis)
- **Spelling: (Word Sorts)** Short Vowels, VCe Patterns, More Long Spellings (*a, e, o, i*)
- **Academic Language:** Plot, Solution, Summarize, Conclusion, Characters, Traits, Analyze, Compare, Contrast, Infer, Cause, Effect, Multiple-Meaning Word, Context, Dictionary Entry, Compound Words, Antonyms, Base Word, Prefix
- **Phonics: (Students Below Benchmark)** - Short and Long Vowels (*a, e, i, o, u*), Words with VCCV, VCE Patterns, Common Vowel Pairs (*ai, ay, ee, ea*), Long o Spelled *oa, ow*, Long i spelled *i, ie, igh*

Skills(Objectives):

- Story Structure
- Summarize
- Conclusions
- Understanding Characters
- Analyze/Evaluate
- Compare/Contrast
- Infer/Predict
- Cause and Effect
- Visualize

Pemberton Township School District
Third Grade Reading

Stage 2: Assessment Evidence

Performance Task(s):

- Reader’s Notebook Entries
- Completes Graphic Organizers: Story Map, Inference Map, Venn Diagram, T-Map
- Identifies a story’s characters, setting, and plot
- Make inferences and predictions about story characters and events
- Identify character traits
- Compare and contrast story characters
- Identify cause and effect in a text
- Participates in discussions about stories by offering comments and supporting evidence
- Identifies elements of narrative text
- Uses new vocabulary in speaking and writing

Other Evidence:

- Running Record
- Weekly Tests
- Responses to Open-Ended Critical Thinking Questions
- Accelerated Reader Quizzes

**Pemberton Township School District
Third Grade Reading**

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Week 1 – (Lesson 1 in Journeys)

- **Vocabulary in Context:** Introduce new vocabulary words appropriately to reflect meaning. T16-17
- **Introduce Comprehension:** Read and complete a Story Map to identify a story’s characters, setting, and plot, and to organize story details. Use story elements to summarize the selection, *Justin’s Plan for Smallville*. T26-27
- **Develop Background:** Shared Read – *Ways We Learn*. Students learn about important ideas in the weekly selection, *A Fine, Fine School*. T25
- **Introduce the Main Selection:** As you do a shared read of the selection, stop at intervals to complete the Story Structure graphic organizer with information about the story’s characters, setting, problems, events, and solutions. Accurately reflect information from *A Fine, Fine School*. T28 – 38
- **Deepen Comprehension:** Complete together and discuss *Story Map: Story Structure* to support students making inferences and predictions about story details. T46-47
- **Connect to Technology:** Shared Read: *One-Room Schoolhouse*. Discuss the genre and the text features. T52-53
- **Vocabulary Strategies:** Multiple-Meaning Words – Complete together and discuss the multiple meaning words within *At the Museum*. T54-55

Resources:

Week 1 – (Lesson 1 in Journeys)

- Think Central – Vocabulary in Context Cards
- Think Central – Projectable 1.4
- *Ways We Learn*
- Anchor Text: *A Fine, Fine School* by Sharon Creech
- Graphic Organizer – Story Structure
- Think Central – Projectable 1.5a
- Think Central – Projectable 1.8
- Paired Selection: *One-Room Schoolhouse*, On-line Encyclopedia
- Think Central – Projectable 1.10

Pemberton Township School District

Third Grade Reading

Learning Opportunities/Strategies:

Week 2 – (Lesson 2 in Journeys)

- **Vocabulary in Context:** Introduce new vocabulary words appropriately to reflect meaning. T104-105
- **Introduce Comprehension:** Read and complete Inference Map to help students figure out things not stated directly using *A Cottage Full of Clues*. T114
- **Develop Background:** Shared Read – *In a Courtroom* - Students learn about important ideas in the weekly selection, *The Trial of Cardigan Jones*. T112-113
- **Introduce the Main Selection:** As you do a shared read of the selection, stop at intervals to complete the Inference Map graphic organizer to record students' inferences and predictions as they read *The Trial of Cardigan Jones*. T116-126
- **Deepen Comprehension:** Complete together and discuss *Inference Map: Conclusions* to draw logical conclusions about characters and events. T134-135
- **Connect to Social Studies:** Reader's Theater, *Jury Duty* – Students are assigned parts to practice and read aloud. T140-141
- **Vocabulary Strategies:** Compound Words – Complete Word Web together and discuss the compound words within *Hanging Out with JP*. T142-143

Resources:

Week 2 – (Lesson 2 in Journeys)

- Think Central – Vocabulary in Context Cards
- Think Central – Projectable 2.4
- *In a Courtroom*
- Anchor Text: *The Trial of Cardigan Jones* by Tim Egan
- Graphic Organizer – Inference Map
- Think Central – Projectable 2.5a
- Think Central – Projectable 2.8
- Paired Selection: *Jury Duty* by Ann Rossi
- Think Central – Projectable 2.10

Pemberton Township School District

Third Grade Reading

Learning Opportunities/Strategies:

Week 3 – (Lesson 3 in Journeys)

- **Vocabulary in Context:** Introduce new vocabulary words appropriately to reflect meaning. T192-193
- **Introduce Comprehension:** Read and complete Column Chart to record observations about character using *Keishla's Band*. T202
- **Develop Background:** Shared Read – *Community Helpers* - Students learn about important ideas in the weekly selection, *Destiny's Gift*. T200-201
- **Introduce the Main Selection:** As you do a shared read of the selection, stop at intervals to complete the Column Chart graphic organizer with information about how characters, feel, act, and look in *Destiny's Gift*. T204-216
- **Deepen Comprehension:** Complete together and discuss *Column Chart: Understanding Characters* to analyze and evaluate characters' motives. T224-225
- **Connect to Social Studies:** Informational Text, *Kids Making a Difference* – Students read magazine article and analyze map to learn about children who help their communities. T230-231
- **Vocabulary Strategies:** Antonyms – Complete Column Chart together to identify and use antonyms found within *A Community Garden*. T232-233

Resources:

Week 3 – (Lesson 3 in Journeys)

- Think Central – Vocabulary in Context Cards
- Think Central – Projectable 3.4
- *Community Helpers*
- Anchor Text: *Destiny's Gift* by Natasha Anastasia Tarpley
- Graphic Organizer – Column Chart
- Think Central – Projectables 3.5a
- Think Central – Projectable 3.8
- Paired Selection: *Kids Making a Difference* by Jeremy Stone
- Think Central – Projectable 3.10

Pemberton Township School District

Third Grade Reading

Learning Opportunities/Strategies:

Week 4 – (Lesson 4 in Journeys)

- **Vocabulary in Context:** Introduce new vocabulary words appropriately to reflect meaning. T282-283
- **Introduce Comprehension:** Read *City Sights and Country Sights* and complete Venn Diagram to compare and contrast details from the text. T292
- **Develop Background:** Shared Read – *Building Bridges* - Students learn about important ideas in the weekly selection, *Pop’s Bridge*. T290-291
- **Introduce the Main Selection:** As you do a shared read of the selection, stop at intervals to complete the Venn Diagram graphic organizer to compare and contrast characters in *Pop’s Bridge*. T294-306
- **Deepen Comprehension:** Complete together and discuss *Venn Diagram: Compare and Contrast* to compare and contrast story details to personal experiences. T314-315
- **Connect to Science:** Informational Text, *Bridges* – Students will use photos, drawings, and headings to understand informational text. T320-321
- **Vocabulary Strategies:** Base Words and Endings (–s, –es, –ed, –ing) – Read *Crossing All Kinds of Bridges* and complete Word Webs together to identify and use words with endings (–s, –es, –ed, –ing). T232-233

Resources:

Week 4 – (Lesson 4 in Journeys)

- Think Central – Vocabulary in Context Cards
- Think Central – Projectable 4.4
- *Building Bridges*
- Anchor Text: *Pop’s Bridge* by Eve Bunting
- Graphic Organizer – Venn Diagram
- Think Central – Projectable 4.5a
- Think Central – Projectable 4.8
- Paired Selection: *Bridges* by Matthew Danzeris
- Think Central – Projectable 4.9

Pemberton Township School District

Third Grade Reading

Learning Opportunities/Strategies:

Week 5 – (Lesson 5 in Journeys)

- **Vocabulary in Context:** Introduce new vocabulary words appropriately to reflect meaning. T372-373
- **Introduce Comprehension:** Read *The Beautiful Game of Baseball* and complete the Cause-and-Effect T-Map to help students identify why events happen and the results of these events. T382
- **Develop Background:** Shared Read – *Baseball Skills* to build background knowledge of the game of baseball. T380-381
- **Introduce the Main Selection:** As you do a shared read of the selection, stop at intervals to complete a T-Map graphic organizer to record causes and effects in *Roberto Clemente, Pride of the Pittsburgh Pirates*. T384-396
- **Deepen Comprehension:** Complete together and discuss *T-Map: Cause and Effect* to identify causes and effects in the text. T404-405
- **Connect to Poetry:** Poetry, *Baseball Poems* – Discuss how poems use rhyme and language that appeals to the five senses to create imagery. T320-321
- **Vocabulary Strategies:** Prefix (mis-) – Read *Baseball Hall of Fame* and complete T-Map to identify and use words in the text containing the prefix (-mis). T412-413

Resources:

Week 5 – (Lesson 5 in Journeys)

- Think Central – Vocabulary in Context Cards
- Think Central – Projectable 5.4
- *Baseball Skills*
- Anchor Text: *Roberto Clemente, Pride of the Pittsburgh Pirates* by Jonah Winter
- Graphic Organizer – T-Map
- Think Central – Projectable 5.5a
- Think Central – Projectable 5.8
- Paired Selection: *Baseball Poems* by Various Authors
- Think Central – Projectable 5.9

Pemberton Township School District Third Grade Reading

<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Guided Reading: Support students with feedback on weekly fluency focus with Leveled Reader & Teaching Guide • Tiered Ready-Made Work Stations • Grab-and-Go Leveled Practice • Unit Project 	<ul style="list-style-type: none"> • Guided Reading: Support students with feedback on weekly fluency focus with Leveled Reader & Teaching Guide • Vocabulary Reader • Tiered Ready-Made Work Stations • Grab-and-Go Leveled Practice • Connect and Extend • Making Connections • Your Turn 	<ul style="list-style-type: none"> • Guided Reading: Support students with weekly fluency focus using Leveled Reader/ Teaching Guide • Vocabulary Reader • Tiered Ready-Made Work Stations • Grab-and-Go Leveled Practice • Listening Station Think Central: Anchor Text & Leveled Readers • Write-in Reader • Monitor Comprehension If...Then... • Decoding • Level 2 Foundations During WIN Period (if meets eligibility criteria) 	<ul style="list-style-type: none"> • Guided Reading: Support students with weekly fluency focus using Leveled Reader/ Teaching Guide • Vocabulary Reader • Tiered Ready-Made Work Stations • Grab-and-Go Leveled Practice • Listening Station Think Central: Anchor Text & Leveled Readers • Write-in Reader • Monitor Comprehension If...Then... • Decoding • English Language Learners Scaffold • Level 2 Foundations During WIN Period (if meets eligibility criteria)

Pemberton Township School District

Third Grade Reading

Unit Title: Unit 2: Express Yourself

Stage 1: Desired Results

Standards & Indicators:

NJSLS Grade 3 English Language Arts

- RL.3.1
- RL.3.2
- RL.3.3
- RL.3.4
- RL.3.5
- RL.3.7
- RL.3.10
- RI.3.2
- RI.3.3
- RI.3.7
- RI.3.8
- SL.3.1
- SL.3.2
- SL.3.3
- SL.3.4.
- SL.3.6
- RF.3.4
- L.3.3
- L.3.4
- L.3.5
- L.3.6

NJSLS Grade 3 Social Studies

- 6.14.B.9
- 6.14.C.12
- 6.14.C.16
- 6.1.4.D.12
- 6.1.4.D.13
- 6.1.4.D.15

NJSLS Grade 3 Science

- 3-PS2-3

NJSLS Technology

- 8.2.5.A.1
- 8.2.5.A.2

Pemberton Township School District

Third Grade Reading

Standards & Indicators:

NJSLS 21st Century Life and Careers

- 9.2.4.A.1
- 9.2.4.A.2
- 9.3.ST.4

Pemberton Township School District

Third Grade Reading

Central Idea / Enduring Understanding:

Students will...

- Use clues from the text to identify cause and effect relationships
- Understand how one event builds on another throughout the text
- Think and grow ideas while reading
- Use the text to support conversation and thinking
- Integrate and synthesize ideas across parts of text
- Understand a text's features, structures, and characteristics to make meaning of the text
- Draw logical conclusions about characters and events using evidence from the text
- Recognize aspects of genres

Essential/Guiding Question:

- What clues in a story help you figure out the sequence of events?
- How do pictures help to tell a story?
- How can readers figure out the message in a story?
- How can a new invention cause people's lives to change?
- Why are details important in a biography?

Pemberton Township School District

Third Grade Reading

Content:

- **Big Idea:** We communicate in many ways.
- **Genres:** Humorous Fiction, Informational Text, Folktale, Realistic Fiction, Biography
- **Fluency:** Rate, Expression, Stress, Intonation
Accuracy: Self-Correct
- **Weekly Target Vocabulary**
- **Vocabulary Strategies:** Suffixes (-er, -or), Synonyms, Multiple Meaning Words, Dictionary/Glossary Entry, Categorize and Classify
- **Spelling: (Word Sorts)** More Short and Long Vowels, Three-Letter Clusters, Unexpected Consonant Spellings, Vowel Sounds in (*town, talk*)
- **Academic Language:** Event, Sequence of Events, Question, Text Features, Graphic Features, Conclusion, Infer, Predict, Cause, Predict, Main Idea, Supporting Detail, Topic, Suffix, Synonyms, Multiple-Meaning Word, Dictionary, Glossary, Categorize, Classify
- **Phonics: (Students Below Benchmark) -** VCV Pattern, Three-Letter Clusters (*scr-, spr, str-, thr-*), Silent Letters (*kn, wr*), Vowel Diphthongs (*ow, ou*), Words with *au, aw, al, o*

Skills(Objectives):

- Sequence of Events
- Question
- Text and Graphic Features
- Analyze/Evaluate
- Conclusions
- Infer/Predict
- Cause and Effect
- Monitor/Clarify
- Main Ideas and Details
- Summarize

**Pemberton Township School District
Third Grade Reading**

Stage 2: Assessment Evidence

Performance Task(s):

- Reader’s Notebook Entries
- Completes Graphic Organizer: Flow Chart, Column Chart, Inference Map, T-Map, Idea-Support Map
- Identify and summarize the sequence of events in a selection
- Analyze and evaluate text features in informational text
- Draw conclusions based on selection details
- Recognizes causes and their effects
- Use main ideas and details to summarize the text
- Participates in discussions about stories by offering comments and supporting evidence
- Identifies elements of narrative and informational text
- Uses new vocabulary in speaking and writing

Other Evidence:

- Running Record
- Weekly Tests
- Responses to Open-Ended Critical Thinking Questions
- Accelerated Reader Quizzes

Pemberton Township School District
Third Grade Reading

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Week 1 – (Lesson 6 in Journeys)

- **Vocabulary in Context:** Introduce new vocabulary words appropriately to reflect meaning. T16-17
- **Introduce Comprehension:** Identify and summarize the sequence of events in a selection using *Marta's Best Worst Vacation*. T26-27
- **Develop Background:** Shared Read – *Building a Collection* - Students learn about important ideas in the weekly selection, *Max's Words*. T25
- **Introduce the Main Selection:** As you do a shared read of the selection, stop at intervals to complete the Sequence of Events graphic organizer to create a Flow Chart to sequence the events in *Max's Words*. T28 – 40
- **Deepen Comprehension:** Complete together and discuss *Sequence of Events: Deepen Comprehension* to help students recognize sequence as a text structure. T48-49
- **Connect to Poetry:** Shared Read: *Poems that Slither, Walk, and Fly*. Discuss the genre and the text features. T54-55
- **Vocabulary Strategies:** Suffixes (-er, -or -) Complete Column Chart together and discuss meanings of words with suffixes (-er, -or) within *Collections*. T56-57

Resources:

Week 1 – (Lesson 6 in Journeys)

- Think Central – Vocabulary in Context Cards
- Think Central – Projectable 6.4
- *Building a Collection*
- Anchor Text: *Max's Words* by Kate Banks
- Graphic Organizer – Sequence of Events
- Think Central – Projectable 6.5a
- Think Central – Projectable 6.8
- Paired Selection: *Poems that Slither, Walk, and Fly* by Various Authors
- Think Central – Projectable 6.10

Pemberton Township School District

Third Grade Reading

Learning Opportunities/Strategies:

Week 2 – (Lesson 7 in Journeys)

- **Vocabulary in Context:** Introduce new vocabulary words appropriately to reflect meaning. T106-107
- **Introduce Comprehension:** Read and complete Column Chart to show the purpose of text and graphic features using *Tedd Arnold's Story Art* T116
- **Develop Background:** Shared Read – *Becoming an Artist* - Students learn about important ideas in the weekly selection, *What do Illustrators Do?* T114-115
- **Introduce the Main Selection:** As you do a shared read of the selection, stop at intervals to complete the T-Map graphic organizer to record graphic features used in *What Do Illustrators Do?* and their purpose. T118-128
- **Deepen Comprehension:** Complete together and discuss *Column Chart: Text and Graphic Features* to analyze graphic features and their purpose. T136-137
- **Connect to Traditional Tales:** Shared Read: *Jack Draws a Beanstalk*. Discuss how text features contribute to the understanding of the similarities and differences between a traditional and modern fairy tale. T142-143
- **Vocabulary Strategies:** Synonyms – Complete the Column Chart together and discuss the synonyms within *An Interview with an Illustrator*. T144-145

Resources:

Week 2 – (Lesson 7 in Journeys)

- Think Central – Vocabulary in Context Cards
- Think Central – Projectable 7.4
- *Becoming an Artist*
- Anchor Text: *What Do Illustrators Do?* By Eileen Christelow
- Graphic Organizer – T-Map
- Think Central – Projectable 7.5a
- Think Central – Projectable 7.8
- Shared Read: *Jack Draws a Beanstalk*
- Think Central – Projectable 7.10

Pemberton Township School District

Third Grade Reading

Learning Opportunities/Strategies:

Week 3 – (Lesson 8 in Journeys)

- **Vocabulary in Context:** Introduce new vocabulary words appropriately to reflect meaning. T194-195
- **Introduce Comprehension:** Read *Joe’s Rumbling Tummy* and complete Inference Map to draw conclusions based on selection details. T204
- **Develop Background:** Shared Read – *How Does Your Garden Grow?* - Students learn about important ideas in the weekly selection, *The Harvest Birds*. T202-203
- **Introduce the Main Selection:** As you do a shared read of the selection, stop at intervals to complete the Inference Map graphic organizer to record details and make conclusions about characters and events in *The Harvest Birds*. T206-216
- **Deepen Comprehension:** Complete together and discuss the *Conclusion Chart* to use text details to draw conclusions. T224-225
- **Connect to Traditional Tales:** Reader’s Theater, *The Farmer and the Dream* – Students are assigned parts to practice and read aloud. T230-231
- **Vocabulary Strategies:** Multiple-Meaning Words – Answer questions on *Multiple Meaning Words* to determine the various definitions and parts of speech from two dictionary entries. T232-233

Resources:

Week 3 – (Lesson 8 in Journeys)

- Think Central – Vocabulary in Context Cards
- Think Central – Projectable 8.4
- *How Does Your Garden Grow?*
- Anchor Text: *The Harvest Birds* by Blanca Lopez deMariscal
- Graphic Organizer – Inference Map
- Think Central – Projectables 8.5a
- Think Central – Projectable 8.8
- Paired Selection: *The Farmer and the King* by Kitty Colton
- Think Central – Projectable 8.10

Pemberton Township School District

Third Grade Reading

Learning Opportunities/Strategies:

Week 4 – (Lesson 9 in Journeys)

- **Vocabulary in Context:** Introduce new vocabulary words appropriately to reflect meaning. T282-283
- **Introduce Comprehension:** Read *Scary Story* and complete T-Map to recognize causes and their effects. T292
- **Develop Background:** Shared Read – *Storytelling* - Students learn about important ideas in the weekly selection, *Kamishibai Man*. T290-291
- **Introduce the Main Selection:** As you do a shared read of the selection, stop at intervals to complete the T-Map graphic organizer to record cause-effect relationships in *Kimishibai Man*. T294-306
- **Deepen Comprehension:** Complete together and discuss *Cause and Effect Chart* to make inferences about causes and effects. T314-315
- **Connect to Social Studies:** Informational Text, *The True Story of Kamishibai* – Students will use headings to understand and remember informational text. T320-321
- **Vocabulary Strategies:** Dictionary/Glossary Entry – Use dictionary and glossary entries to learn word meanings and related information. T322-323

Resources:

Week 4 – (Lesson 9 in Journeys)

- Think Central – Vocabulary in Context Cards
- Think Central – Projectable 9.4
- *Storytelling*
- Anchor Text: *Kimishibai Man* by Allen Say
- Graphic Organizer – T-Map
- Think Central – Projectable 9.5a
- Think Central – Projectable 9.8
- Paired Selection: *The True Story of Kamishibai* by Elizabeth Manning
- Think Central – Projectable 9.9

Pemberton Township School District

Third Grade Reading

Learning Opportunities/Strategies:

Week 5 – (Unit 10 in Journeys)

- **Vocabulary in Context:** Introduce new vocabulary words appropriately to reflect meaning. T372-373
- **Introduce Comprehension:** Read *One Inventor and His Dream* and complete the Idea-Support Map to help students identify main ideas and details in a text. T382
- **Develop Background:** Shared Read – *Bright Ideas* - Students build background knowledge on Thomas Edison’s inventions. T380-381
- **Introduce the Main Selection:** As you do a shared read of the selection, stop at intervals to complete the Idea-Support Map graphic organizer to record main ideas and details found in *Young Thomas Edison*. T384-396
- **Deepen Comprehension:** Complete together and discuss *Idea Support Map: Main Ideas and Details* to infer main ideas and details. T404-405
- **Connect to Science:** Informational Text, *Moving Pictures* – Discuss how text features, such as diagrams, help the reader understand an informational text. T410-411
- **Vocabulary Strategies:** Categorize and Classify – Read *A Surprising Experiment* and answer questions to classify and categorize objects to help identify meanings and characteristics. T412-413

Resources:

Week 5 – (Unit 10 in Journeys)

- Think Central – Vocabulary in Context Cards
- Think Central – Projectable 10.4
- *Bright Ideas*
- Anchor Text: *Young Thomas Edison* by Michael Dooling
- Graphic Organizer – Idea-Support Map
- Think Central – Projectable 10.5a
- Think Central – Projectable 10.8
- Paired Selection: *Moving Pictures* by Andrew Patterson
- Think Central – Projectable 10.9

Pemberton Township School District Third Grade Reading

<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Guided Reading: Support students with feedback on weekly fluency focus with Leveled Reader & Teaching Guide • Tiered Ready-Made Work Stations • Grab-and-Go Leveled Practice • Unit Project 	<ul style="list-style-type: none"> • Guided Reading: Support students with feedback on weekly fluency focus with Leveled Reader & Teaching Guide • Vocabulary Reader • Tiered Ready-Made Work Stations • Grab-and-Go Leveled Practice • Connect and Extend • Making Connections • Your Turn 	<ul style="list-style-type: none"> • Guided Reading: Support students with weekly fluency focus using Leveled Reader/ Teaching Guide • Vocabulary Reader • Tiered Ready-Made Work Stations • Grab-and-Go Leveled Practice • Listening Station Think Central: Anchor Text & Leveled Readers • Write-in Reader • Monitor Comprehension If...Then... • Decoding Level 2 Foundations During WIN Period (if meets eligibility criteria) 	<ul style="list-style-type: none"> • Guided Reading: Support students with weekly fluency focus using Leveled Reader/ Teaching Guide • Vocabulary Reader • Tiered Ready-Made Work Stations • Grab-and-Go Leveled Practice • Listening Station Think Central: Anchor Text & Leveled Readers • Write-in Reader • Monitor Comprehension If...Then... • Decoding • English Language Learners Scaffold • Level 2 Foundations During WIN Period (if meets eligibility criteria)

Pemberton Township School District

Third Grade Reading

Unit Title: Unit 3: Learning Lessons

Stage 1: Desired Results

Standards & Indicators:

NJSLS Grade 3 English Language Arts

- RL.3.1
- RL.3.2
- RL.3.3
- RL.3.4
- RL.3.5
- RL.3.7
- RL.3.10
- RI.3.1
- RI.3.2
- RI.3.7
- RI.3.10
- SL.3.1
- SL.3.2
- SL.3.3
- SL.3.4
- SL.3.6
- RF.3.4
- L.3.3
- L.3.4
- L.3.5
- L.3.6

NJSLS Grade 3 Social Studies

- 6.14.A.9
- 6.1.4.B.2
- 6.1.4.D.15
- 6.1.4.D.16
- 6.1.4.D.19
- 6.1.8.B.4.b

NJSLS Grade 3 Science

- 3-PS2-3.

NJSLS Technology

- 8.1.5.A.2
- 8.1.5.D.3

Pemberton Township School District

Third Grade Reading

Standards & Indicators:

NJSLS 21st Century Life and Careers

- 9.2.4.A.1
- 9.2.4.A.2

Pemberton Township School District

Third Grade Reading

Central Idea / Enduring Understanding:

Students will...

- Use clues from the text to distinguish between fact and opinion
- Understand story elements: characterization, plot, and setting
- Think and grow ideas while reading
- Talk about and respond to a text
- Identify author's purpose
- Understand a text's features, structures, and characteristics to make meaning of the text
- Draw logical conclusions about characters and events using evidence from the text
- Recognize aspects of genres

Essential/Guiding Question:

- How can you tell what an author thinks about a topic?
- How do characters affect the plot of a story?
- How might people change after facing a challenge?
- Why do authors write different kinds of text?
- What clues in a story help you understand its characters?

Pemberton Township School District

Third Grade Reading

Content:

- **Big Idea:** Facing a challenge helps us to grow.
- **Genres:** Biography, Realistic Fiction, Legend, Informational Text, Humorous Fiction
- **Fluency:** Natural Pauses, Stress, Rate, Accuracy, Expression
- **Weekly Target Vocabulary**
- **Vocabulary Strategies:** Suffixes (-y, -ful, -ous), Idioms, Homophones/Homographs, Prefixes (in-, im-), Using a Thesaurus
- **Spelling: (Word Sorts) –** Vowel Sound in *joy*, Homophones, Contractions, Vowel + /r/ Sounds
- **Academic Language:** Fact, Opinion, Story Structure, Visualize, Compare, Contrast, Analyze, Evaluate, Author's Purpose, Infer, Summarize, Context, Characters, Motive/Motivation, Suffix, Idiom, Homophones, Homographs, Prefix, Thesaurus, Synonyms
- **Phonics: (Students Below Benchmark) –** Vowel Diphthongs *oi, oy*, Homophones, Words Ending in -er, -le, Contractions with *n't, or, ore, er, ir, ur, or*

Skills(Objectives):

- Fact and Opinion
- Question
- Story Structure
- Visualize
- Compare and Contrast
- Analyze/Evaluate
- Author's Purpose
- Summarize
- Understanding Characters
- Infer/Predict

**Pemberton Township School District
Third Grade Reading**

Stage 2: Assessment Evidence

Performance Task(s):

- Reader’s Notebook Entries
- Completes Graphic Organizer: T-Map, Story Map, Column Chart, Inference Map
- Distinguish facts from opinions
- Visualize, or create a mental picture of selection details
- Compare and contrast actions of characters
- Analyze/evaluate actions of characters and support with details from the text
- Use text clues to make inferences and predictions of characters’ traits, feelings, and motives
- Identify the author’s purpose and message
- Participates in discussions about stories by offering comments and supporting evidence
- Identifies elements of narrative and informational text
- Uses new vocabulary in speaking and writing

Other Evidence:

- Running Record
- Weekly Tests
- Responses to Open-Ended Critical Thinking Questions
- Accelerated Reader Quizzes

**Pemberton Township School District
Third Grade Reading**

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Week 1 – (Lesson 11 in Journeys)

- **Vocabulary in Context:** Introduce new vocabulary words appropriately to reflect meaning. T16-17
- **Introduce Comprehension:** Read and complete a T-Map to distinguish facts from opinions in a selection using *A Visit to New York City*. T26-27
- **Develop Background:** Shared Read – *Getting Paid to Play*. Students learn about important ideas in the weekly selection, *Jump! From the Life of Michael Jordan*. T24
- **Introduce the Main Selection:** As you do a shared read of the selection, stop at intervals to complete the T-Map graphic organizer to record facts and opinions in *Jump! From the Life of Michael Jordan*. T28 – 38
- **Deepen Comprehension:** Complete together and discuss *Fact and Opinion: Deepen Comprehension* to help students distinguish facts from opinions. T46-47
- **Connect to Science:** Informational Text: *Science for Sports Fans*. Focus on the importance of following step-by-step instructions in an informational text. T52-53
- **Vocabulary Strategies:** Suffixes (-y, -ful, -ous) – Complete Column Chart together and discuss meanings of words with suffixes (-y, -ful, -ous) within *The Circus Comes to Town*. T54-55

Resources

Week 1 – (Lesson 11 in Journeys)

- Think Central – Vocabulary in Context Cards
- Think Central – Projectable 11.4
- *Getting Paid to Play*
- Anchor Text: *Jump! From the Life of Michael Jordan* by Floyd Cooper
- Graphic Organizer – T-Map
- Think Central – Projectable 11.5a
- Think Central – Projectable 11.8
- Paired Selection: *Science for Sports Fans* by Alice Cary
- Think Central – Projectable 11.10

Pemberton Township School District

Third Grade Reading

Learning Opportunities/Strategies:

Week 2 – (Lesson 12 in Journeys)

- **Vocabulary in Context:** Introduce new vocabulary words appropriately to reflect meaning. T104-105
- **Introduce Comprehension:** Read and complete Story Map to visualize selection details using *A Creative Solution*. T114
- **Develop Background:** Shared Read – *Science Fair Challenge* to learn about important ideas in the weekly selection, *The Science Fair*. T112-113
- **Introduce the Main Selection:** As you do a shared read of the selection, stop at intervals to complete the Story Map graphic organizer to record information about characters, setting, and plot in *The Science Fair*. T116-126
- **Deepen Comprehension:** Complete together and discuss *Story Map: Story Structure* to identify elements of story structure. T134-135
- **Connect to Poetry:** Shared Read: *Poems About Science*. Compare poems to determine the one which is written in free verse. T140-141
- **Vocabulary Strategies:** Idioms – Match the definitions and discuss idioms within *Farmer Farrar*. T142-143

Resources:

Week 2 – (Lesson 12 in Journeys)

- Think Central – Vocabulary in Context Cards
- Think Central – Projectable 12.4
- *The Science Fair*
- Anchor Text: *The Science Fair* By Susan Wojciechowski
- Graphic Organizer – Story Map
- Think Central – Projectable 12.5a
- Think Central – Projectable 12.8
- Shared Read: *Poems About Science* by Various Artists
- Think Central – Projectable 12.10

Pemberton Township School District

Third Grade Reading

Learning Opportunities/Strategies:

Week 3 – (Lesson 13 in Journeys)

- **Vocabulary in Context:** Introduce new vocabulary words appropriately to reflect meaning. T192-193
- **Introduce Comprehension:** Read *Gray Deer and the Bear* and complete Column Chart to compare and contrast actions of the characters. T202
- **Develop Background:** Shared Read – *Cherokee History* to learn about important ideas in the weekly selection, *Yonder Mountain: A Cherokee Legend*. T200-201
- **Introduce the Main Selection:** As you do a shared read of the selection, stop at intervals to complete the Column Chart graphic organizer to compare and contrast the characters' actions in *Yonder Mountain: A Cherokee Legend*. T204-214
- **Deepen Comprehension:** Complete together and discuss the *Column Chart: Compare and Contrast* to compare and contrast characters and their actions. T222-223
- **Connect to Social Studies:** Informational Text, *The Trail of Tears* – Students analyze the map to deepen understanding of the text. T228-229
- **Vocabulary Strategies:** Homophones and Homographs – Complete Column Chart to identify and use homophones and homographs. T230-231

Resources:

Week 3 – (Lesson 13 in Journeys)

- Think Central – Vocabulary in Context Cards
- Think Central – Projectable 13.4
- *Cherokee History*
- Anchor Text: *Yonder Mountain: A Cherokee Legend* by Ruby H. Bushyhead
- Graphic Organizer – Column Chart
- Think Central – Projectables 13.5a
- Think Central – Projectable 13.8
- Paired Selection: *The Trail of Tears* by Samuel Winters
- Think Central – Projectable 13.10

Pemberton Township School District

Third Grade Reading

Learning Opportunities/Strategies:

Week 4 – (Lesson 14 in Journeys)

- **Vocabulary in Context:** Introduce new vocabulary words appropriately to reflect meaning. T280-281
- **Introduce Comprehension:** Read *Dog Jobs* and complete Inference Map to infer the author’s purpose in writing the selection. T290
- **Develop Background:** Shared Read – *A Partner and a Pet* to learn about important ideas in the weekly selection, *Aero and Officer Mike*. T288-289
- **Introduce the Main Selection:** As you do a shared read of the selection, stop at intervals to complete the Inference Map graphic organizer to determine the author’s purpose for writing *Aero and Officer Mike*. T292-302
- **Deepen Comprehension:** Complete together and discuss *Inference Map: Author’s Purpose* to identify the author’s purpose and message. T310-311
- **Connect to Social Studies:** Informational Text, *Kids and Critters, A Nature Newsletter* – Students will read the advertisement to determine the author’s purpose in writing the text. T316-317
- **Vocabulary Strategies:** Prefixes (in- and im-) – Complete Column Chart together and discuss meanings of words with prefixes (in- and im-) within *Training Your Dog*. T318-319

Resources:

Week 4 – (Lesson 14 In Journeys)

- Think Central – Vocabulary in Context Cards
- Think Central – Projectable 14.4
- *A Partner and a Pet*
- Anchor Text: *Aero and Officer Mike* by Joan Plummer Russell
- Graphic Organizer – Inference Map
- Think Central – Projectable 14.5a
- Think Central – Projectable 14.8
- Paired Selection: *Kids and Critters, A Nature Newsletter, Advertisement*
- Think Central – Projectable 14.9

Pemberton Township School District

Third Grade Reading

Learning Opportunities/Strategies:

Week 5 – (Unit 15 in Journeys)

- **Vocabulary in Context:** Introduce new vocabulary words appropriately to reflect meaning. T368-369
- **Introduce Comprehension:** Read *Steve and Billy* and complete the Inference Map to demonstrate understanding of characters' traits, feelings, and motives. T378
- **Develop Background:** Shared Read – *Following Recipes* to learn about important ideas in the weekly selection, *Extra-good Sunday*. T376-377
- **Introduce the Main Selection:** As you do a shared read of the selection, stop at intervals to complete the Inference Map graphic organizer to demonstrate understanding of characters' traits, feelings, and motives in *The Extra-Good Sunday from Ramona Quimby, Age 8*. T380-390
- **Deepen Comprehension:** Complete together and discuss *Inference Map: Understanding Characters* to use text details to make inferences about characters' traits. T398-399
- **Connect to Social Studies:** Reader's Theater, *Tia Luisa's Fruit Salad* – Students are assigned parts to practice and read aloud in order to make inferences about characters based on what characters say and how they say it. T404-405
- **Vocabulary Strategies:** Using a Thesaurus – Read *Using a Thesaurus* and answer questions to develop understanding of the purpose and use of a thesaurus. T406-407

Resources:

Week 5 – (Unit 15 in Journeys)

- Think Central – Vocabulary in Context Cards
- Think Central – Projectable 15.4
- *Following Recipes*
- Anchor Text: *The Extra-Good Sunday from Ramona Quimby, Age 8* by Beverly Cleary
- Graphic Organizer – Inference Map
- Think Central – Projectable 15.5a
- Think Central – Projectable 15.8
- Paired Selection: *Tia Luisa's Fruit Salad* by Liam Elder
- Think Central – Projectable 15.9

Pemberton Township School District Third Grade Reading

<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Guided Reading: Support students with feedback on weekly fluency focus with Leveled Reader & Teaching Guide • Tiered Ready-Made Work Stations • Grab-and-Go Leveled Practice • Unit Project 	<ul style="list-style-type: none"> • Guided Reading: Support students with feedback on weekly fluency focus with Leveled Reader & Teaching Guide • Vocabulary Reader • Tiered Ready-Made Work Stations • Grab-and-Go Leveled Practice • Connect and Extend • Making Connections • Your Turn 	<ul style="list-style-type: none"> • Guided Reading: Support students with weekly fluency focus using Leveled Reader/ Teaching Guide • Vocabulary Reader • Tiered Ready-Made Work Stations • Grab-and-Go Leveled Practice • Listening Station Think Central: Anchor Text & Leveled Readers • Write-in Reader • Monitor Comprehension If...Then... • Decoding Level 2 Foundations During WIN Period (if meets eligibility criteria) 	<ul style="list-style-type: none"> • Guided Reading: Support students with weekly fluency focus using Leveled Reader/ Teaching Guide • Vocabulary Reader • Tiered Ready-Made Work Stations • Grab-and-Go Leveled Practice • Listening Station Think Central: Anchor Text & Leveled Readers • Write-in Reader • Monitor Comprehension If...Then... • Decoding • English Language Learners Scaffold • Level 2 Foundations During WIN Period (if meets eligibility criteria)

Pemberton Township School District

Third Grade Reading

Unit Title: Unit 4: Extreme Nature

Stage 1: Desired Results

Standards & Indicators:

NJSLS Grade 3 English Language Arts

- RL.3.1
- RL.3.2
- RL.3.3
- RL.3.4
- RL.3.5
- RL.3.7
- RL.3.10
- RI.3.1
- RI.3.2
- RI.3.7
- RI.3.10
- SL.3.1
- SL.3.2
- SL.3.3
- SL.3.4
- SL.3.6
- RF.3.4
- L.3.3
- L.3.4
- L.3.5
- L.3.6

NJSLS Grade 3 Social Studies

- 6.14.A.9
- 6.1.4.B.2

NJSLS Grade 3 Science

- 3-LS4-1
- 3-LS4-2
- 3-LS4-3
- 3-LS4-4

NJSLS Technology

- 8.1.5.A.2
- 8.1.5.D.3

Pemberton Township School District

Third Grade Reading

Standards & Indicators:

NJSLS 21st Century Life and Careers

- CRP1
- CRP5
- 9.3.ST-SM.3

Pemberton Township School District

Third Grade Reading

Central Idea / Enduring Understanding:

Students will...

- Learn something new when reading informational texts
- Infer, predict, synthesize and make connections to make information relevant and useful
- Think and grow ideas while reading
- Talk about and respond to a text
- Identify author's purpose
- Understand a text's features, structures, and characteristics to make meaning of the text
- Draw logical conclusions about characters and events using evidence from the text
- Recognize aspects of genres

Essential/Guiding Question:

- Why do some authors write funny stories?
- How can you figure out ideas the author doesn't state directly?
- How can pictures and labels give you more information?
- How can one event lead to a series of adventures?
- Where are main ideas often found in nonfiction text?

Pemberton Township School District

Third Grade Reading

Content:

- **Big Idea:** Our world is an amazing place!
- **Genres:** Humorous Fiction, Informational Text, Animal Fantasy
- **Fluency:** Intonation, Stress, Expression, Rate: Adjust Reading Rate to Purpose, Phrasing: Natural Pauses
- **Weekly Target Vocabulary**
- **Vocabulary Strategies:** Context Clues, Suffix(–ly), Categorize and Classify, Prefixes (pre-, re-, bi-), Dictionary/Glossary
- **Spelling: (Word Sorts) –** Vowel + /r/ Sounds in *air, fear*, Words with /j/ and /s/, Spelling the /k/ and /kw/ Sounds, Vowel Sounds in *spoon* and *wood*, Compound Words
- **Academic Language:** Author’s Purpose, Theme, Monitor, Conclusion, Generalization, Text Features, Graphic Features, Question, Context, Suffix, Categorize, Classify, Prefix, Dictionary Entry, Part of Speech, Word Ending
- **Phonics: (Students Below Benchmark) –** Words with *air, ear, are*, Words with /j/, /s/, /k/, /kw/, Words with VCCCV Pattern, Vowel Sounds in *spoon* and *wood*, Compound Words

Skills(Objectives):

- Author’s Purpose
- Monitor/Clarify
- Conclusions
- Visualize
- Text and Graphic Features
- Question
- Cause and Effect
- Summarize
- Main Ideas and Details
- Infer/Predict

Pemberton Township School District

Third Grade Reading

Stage 2: Assessment Evidence

Performance Task(s):

- Reader's Notebook Entries
- Complete Graphic Organizer: Inference Map, Column Chart, T-Map, Cause-and-Effect Chart, Idea-Support Map
- Identify and support cause-and-effect relationships within the text
- Visualize, or create a mental picture
- Analyze/evaluate actions of characters and support with details from the text
- Use text clues to make inferences and predictions of characters' traits, feelings, and motives
- Identify the author's purpose and message
- Participate in discussions about stories by offering comments and supporting evidence
- Identify elements of narrative and informational text
- Use new vocabulary in speaking and writing

Other Evidence:

- Running Record
- Weekly Tests
- Responses to Open-Ended Critical Thinking Questions
- Accelerated Reader Quizzes

Pemberton Township School District
Third Grade Reading

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Week 1 – (Lesson 16 in Journeys)

- **Vocabulary in Context:** Introduce new vocabulary words appropriately to reflect meaning. T16-17
- **Introduce Comprehension:** Read and complete an Inference Map to identify the author’s purpose for writing a selection using *Josh’s Trash Watcher*. T26-27
- **Develop Background:** Shared Read – *Don’t Dump It*. Students learn about important ideas in the weekly selection, *A Mr. Rubbish Mood*. T24
- **Introduce the Main Selection:** As you do a shared read of the selection, stop at intervals to complete the Inference Map graphic organizer to monitor and clarify story details to determine the author’s purpose and theme in *A Mr. Rubbish Mood*. T28 – 36
- **Deepen Comprehension:** Complete together and discuss *Author’s Purpose and Viewpoint* to help students understand the author’s purpose and viewpoint in writing a selection. T44-45
- **Connect to Science:** Informational Text: *Save the Rain Forest*. Students will focus on the importance of headings in an informational text. T50-51
- **Vocabulary Strategies:** Context clues – Complete Column Chart together as students use context to understand the meanings of unknown words within *A Message to Friends*. T52-53

Resources

Week 1 – (Lesson 16 in Journeys)

- Think Central – Vocabulary in Context Cards
- Think Central – Projectable 16.4
- *Don’t Dump It*
- Anchor Text: *A Mr. Rubbish Mood from Judy Moody Saves the World!* by Megan McDonald
- Graphic Organizer – Inference Map
- Think Central – Projectable 16.5a
- Think Central – Projectable 16.8
- Paired Selection: *Save the Rain Forest* by Patricia Ann Lynch
- Think Central – Projectable 16.10

Pemberton Township School District

Third Grade Reading

Learning Opportunities/Strategies:

Week 2 – (Lesson 17 in Journeys)

- **Vocabulary in Context:** Introduce new vocabulary words appropriately to reflect meaning. T102-103
- **Introduce Comprehension:** Read and complete Inference Map to draw conclusions from text details and support conclusions with text evidence using *The Hall of Dinosaurs*. T112
- **Develop Background:** Shared Read – *Dig and Discover* to learn about important ideas in the weekly selection, *The Albertosaurus Mystery*. T110-111
- **Introduce the Main Selection:** As you do a shared read of the selection, stop at intervals to complete the Inference Map graphic organizer to draw conclusions about characters in *The Albertosaurus Mystery*. T114-123
- **Deepen Comprehension:** Complete together and discuss *Inference Map: Conclusions and Generalizations* to draw and support conclusions using text details, and analyze generalizations and text details that support them. T132-133
- **Connect to Science:** Informational Text: *Finding Fossils for Fun*. Students will focus on the purpose of charts in an informational text. T138-139
- **Vocabulary Strategies:** Suffix (-ly) – Identify and use words that include the suffix (-ly) within *The Sudden Fossil*. T140-141

Resources:

Week 2 – (Lesson 17 in Journeys)

- Think Central – Vocabulary in Context Cards
- Think Central – Projectable 17.4
- *Dig and Discover*
- Anchor Text: *The Albertosaurus Mystery* By T.V. Padma
- Graphic Organizer – Inference Map
- Think Central – Projectable 17.5a
- Think Central – Projectable 17.8
- Shared Read: *Finding Fossils for Fun* by Alice Cary
- Think Central – Projectable 17.10

Pemberton Township School District

Third Grade Reading

Learning Opportunities/Strategies:

Week 3 – (Lesson 18 in Journeys)

- **Vocabulary in Context:** Introduce new vocabulary words appropriately to reflect meaning. T190-191
- **Introduce Comprehension:** Read *Ginkgo Trees* and complete Column Chart to use text and graphic features to increase comprehension. T200
- **Develop Background:** Shared Read – *Tree Talk* to learn about important ideas in *A Tree Is Growing*. T198-199
- **Introduce the Main Selection:** As you do a shared read of the selection, stop at intervals to complete the Column Chart graphic organizer to list text features and identify the purpose each one serves in *A Tree Is Growing*. T202-214
- **Deepen Comprehension:** Complete together and discuss the *Column Chart: Text and Graphic Features* to identify and use text and graphic features to deepen understanding. T222-223
- **Connect to Poetry:** Shared Read, *Poems About Nature* – Students identify and discuss how personification is used throughout the poems. T228-229
- **Vocabulary Strategies:** Categorize and Classify – categorize and classify words within *Life in Extreme Ocean Homes*, to help identify meanings. T230-231

Resources:

Week 3 – (Lesson 18 in Journeys)

- Think Central – Vocabulary in Context Cards
- Think Central – Projectable 18.4
- *Tree Talk*
- Anchor Text: *A Tree Is Growing* by Arthur Dorros
- Graphic Organizer – Column Chart
- Think Central – Projectables 18.5a
- Think Central – Projectable 18.8
- Paired Selection: *Poems About Nature* by Various Authors
- Think Central – Projectable 18.10

Pemberton Township School District

Third Grade Reading

Learning Opportunities/Strategies:

Week 4 – (Lesson 19 in Journeys)

- **Vocabulary in Context:** Introduce new vocabulary words appropriately to reflect meaning. T280-281
- **Introduce Comprehension:** Read *The Big Yellow Thing* and complete T-Map to identify and use cause-effect relationships to summarize the text. T290
- **Develop Background:** Shared Read – *The Power of Volcanoes* to learn about important ideas in the weekly selection, *Dogzilla*. T288-289
- **Introduce the Main Selection:** As you do a shared read of the selection, stop at intervals to complete the T-Map graphic organizer to identify cause-and-effect relationships in *Dogzilla*. T292-302
- **Deepen Comprehension:** Complete together and discuss *Cause and Effect* chart to infer cause-and-effect relationships. T310-311
- **Connect to Social Studies:** Informational Text, *Who's Land Is It?* – Students will focus on the purpose of captions in an informational text. T316-317
- **Vocabulary Strategies:** Prefixes (pre-, re-, and bi-) – Complete Column Chart together and discuss meanings of words with prefixes (pre-, re-, and bi-) within *Cassidy's Story*. T318-319

Resources:

Week 4 – (Lesson 19 In Journeys)

- Think Central – Vocabulary in Context Cards
- Think Central – Projectable 19.4
- *The Power of Volcanoes*
- Anchor Text: *Dogzilla* by Dav Pilkey
- Graphic Organizer – T-Map
- Think Central – Projectable 19.5a
- Think Central – Projectable 19.8
- Paired Selection: *Whose Land Is It?* by Ellen Gold
- Think Central – Projectable 19.9

Pemberton Township School District

Third Grade Reading

Learning Opportunities/Strategies:

Week 5 – (Unit 20 in Journeys)

- **Vocabulary in Context:** Introduce new vocabulary words appropriately to reflect meaning. T368-369
- **Introduce Comprehension:** Read *Dangers on the Ice* and complete the Idea-Support Map to identify main ideas and supporting details in an informational text, using text clues to infer main ideas. T378
- **Develop Background:** Shared Read – *Life in Antarctica* to learn about important ideas in the weekly selection, *Life on the Ice*. T376-377
- **Introduce the Main Selection:** As you do a shared read of the selection, stop at intervals to complete the Idea-Support Map graphic organizer, using the infer/predict strategy to draw inferences to determine main idea and supporting details in *Life on the Ice*. T380-390
- **Deepen Comprehension:** Complete together and discuss *Idea-Support Map: Main Ideas and Details* to use the main ideas and supporting details text structure to find information. T398-399
- **Connect to Traditional Tales:** Reader’s Theater, *The Raven: An Inuit Myth* – Students are assigned parts to practice and read aloud in order to determine the meaning of the myth presented in the text. T404-405
- **Vocabulary Strategies:** Dictionary/Glossary – Read and discuss *Dictionary/Glossary* to practice using a dictionary to determine word meanings and pronunciations. T406-407

Resources:

Week 5 – (Unit 20 in Journeys)

- Think Central – Vocabulary in Context Cards
- Think Central – Projectable 20.4
- *Life in Antarctica*
- Anchor Text: *Life on the Ice* by Susan E. Goodman
- Graphic Organizer – Idea-Support Map
- Think Central – Projectable 20.5a
- Think Central – Projectable 20.8
- Paired Selection: *The Raven: An Inuit Myth* by Peter Case
- Think Central – Projectable 20.9

Pemberton Township School District Third Grade Reading

<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Guided Reading: Support students with feedback on weekly fluency focus with Leveled Reader & Teaching Guide • Tiered Ready-Made Work Stations • Grab-and-Go Leveled Practice • Unit Project 	<ul style="list-style-type: none"> • Guided Reading: Support students with feedback on weekly fluency focus with Leveled Reader & Teaching Guide • Vocabulary Reader • Tiered Ready-Made Work Stations • Grab-and-Go Leveled Practice • Connect and Extend • Making Connections • Your Turn 	<ul style="list-style-type: none"> • Guided Reading: Support students with weekly fluency focus using Leveled Reader/ Teaching Guide • Vocabulary Reader • Tiered Ready-Made Work Stations • Grab-and-Go Leveled Practice • Listening Station Think Central: Anchor Text & Leveled Readers • Write-in Reader • Monitor Comprehension If...Then... • Decoding Level 2 Foundations During WIN Period (if meets eligibility criteria) 	<ul style="list-style-type: none"> • Guided Reading: Support students with weekly fluency focus using Leveled Reader/ Teaching Guide • Vocabulary Reader • Tiered Ready-Made Work Stations • Grab-and-Go Leveled Practice • Listening Station Think Central: Anchor Text & Leveled Readers • Write-in Reader • Monitor Comprehension If...Then... • Decoding • English Language Learners Scaffold • Level 2 Foundations During WIN Period (if meets eligibility criteria)

Pemberton Township School District

Third Grade Reading

Unit Title: Unit 5: Going Places

Stage 1: Desired Results

Standards & Indicators:

NJSLS Grade 3 English Language Arts

- RL.3.1
- RL.3.2
- RL.3.3
- RL.3.4
- RL.3.5
- RL.3.7
- RL.3.10
- RI.3.1
- RI.3.2
- RI.3.7
- RI.3.10
- SL.3.1
- SL.3.2
- SL.3.3
- SL.3.4
- SL.3.6
- RF.3.4
- L.3.3
- L.3.4
- L.3.5
- L.3.6

NJSLS Grade 3 Social Studies

- 6.1.P.B.1
- 6.1.P.B.2
- 6.1.4.B.5

NJSLS Grade 3 Science

- 3-LS2-1
- 3-ESS2-2
- 3-LS4-4

NJSLS Technology

- 8.1.5.A.2
- 8.1.5.D.3

Pemberton Township School District

Third Grade Reading

Standards & Indicators:

NJSLS 21st Century Life and Careers

- CRP1
- CRP5

Pemberton Township School District

Third Grade Reading

Central Idea / Enduring Understanding:

Students will...

- Learn something new when reading informational texts
- Monitor comprehension and clarify character traits
- Think and grow ideas while reading
- Talk about and respond to a text
- Identify author's purpose
- Infer, predict, synthesize, and make connections to make information relevant and useful
- Understand a text's features, structures, and characteristics to facilitate the reader's ability to make meaning of the text
- Recognize aspects of genres

Essential/Guiding Question:

- What might the problem be in a story about ants?
- How are different animals' lives alike and different?
- What happens if you tell story events out of order?
- Why might a writer tell a story about a faraway place?
- How are headings, maps, and diagrams helpful to readers?

Pemberton Township School District

Third Grade Reading

Content:

- **Big Idea:** There are many reasons to take a journey.
- **Genres:** Fantasy, Informational Text, Realistic Fiction
- **Fluency:** Intonation, Phrasing: Attention to Punctuation, Rate, Accuracy, Expression
- **Weekly Target Vocabulary**
- **Vocabulary Strategies:** Base Words and Prefix (*non-*), Prefixes (*in-*, *im-*), Suffixes (*-er*, *-est*), Words from Other Languages, Analogies
- **Spelling: (Word Sorts)** – Words with *-ed* and *-ing*, Changing Final *y* to *i*, Suffixes (*-ful*, *-ly*, *-er*, *-less*, *-ness*), Prefixes (*re-*, *un-*)
- **Academic Language:** Setting, Characters, Plot, Monitor/Clarify, Compare, Contrast, Sequence of Events, Infer, Author’s Purpose, Base Word, Prefix, Suffix, Word Origin, Analogy
- **Phonics: (Students Below Benchmark)** – Base Words and *-ed*, *-ing*, Spelling Changes (*-s*, *-es*, *-ed*, *-ing*), Less Common Plurals, Suffixes (*-ful*, *-y*, *-ous*, *-ly*, *-er*, *-less*, *-ness*, *-able*), Prefixes (*un-*, *pre-*, *re-*, *bi-*)

Skills(Objectives):

- Story Structure
- Monitor/Clarify
- Compare and Contrast
- Visualize
- Sequence of Events
- Analyze/Evaluate
- Author’s Purpose
- Question
- Text and Graphic Features
- Infer/Predict

Pemberton Township School District

Third Grade Reading

Stage 2: Assessment Evidence

Performance Task(s):

- Reader's Notebook Entries
- Complete Graphic Organizer: Story Map, Venn Diagram, Column Chart, Flow Chart, Inference Map
- Understand story elements: characterization, plot, and setting
- Visualize, or create a mental picture
- Analyze/evaluate actions of characters and support with details from the text
- Compare and contrast two subjects
- Identify the author's purpose and message
- Participate in discussions about stories by offering comments and supporting evidence
- Identify elements of narrative and informational text
- Use new vocabulary in speaking and writing

Other Evidence:

- Running Record
- Weekly Tests
- Responses to Open-Ended Critical Thinking Questions
- Accelerated Reader Quizzes

Pemberton Township School District
Third Grade Reading

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Week 1 – (Lesson 21 in Journeys)

- **Vocabulary in Context:** Introduce new vocabulary words appropriately to reflect meaning. T16-17
- **Introduce Comprehension:** Read and complete a Story Map to identify the setting, characters, and plot of a story, and to monitor comprehension and clarify details to understand the text, *Hide-and-Seek in the Park*. T26-27
- **Develop Background:** Shared Read – *Ant Life*. Students learn about important ideas in the weekly selection, *Two Bad Ants*. T24
- **Introduce the Main Selection:** As you do a shared read of the selection, stop at intervals to complete the Story Map graphic organizer to document story details and to monitor and clarify story events to understand the plot in *Two Bad Ants*. T28 – 37
- **Deepen Comprehension:** Complete together and discuss *Story Structure* to help review setting, characters, and plot of a story and to monitor comprehension and clarify for details. T46-47
- **Connect to Poetry:** Shared Read: *Poems About Bugs*. Students will focus on the use of alliteration in poetry. T52-53
- **Vocabulary Strategies:** Base words and prefix (*non-*) – Complete Column Chart together as students identify and use the prefix (*non-*) within *The Boy and the Hazelnuts*. T54-55

Resources

Week 1 – (Lesson 21 in Journeys)

- Think Central – Vocabulary in Context Cards
- Think Central – Projectable 21.4
- *Ant Life*
- Anchor Text: *Two Bad Ants* by Chris Van Allsburg
- Graphic Organizer – Story Map
- Think Central – Projectable 21.5a
- Think Central – Projectable 21.8
- Paired Selection: *Poems About Bugs* by Various Authors
- Think Central – Projectable 21.10

Pemberton Township School District

Third Grade Reading

Learning Opportunities/Strategies:

Week 2 – (Lesson 22 in Journeys)

- **Vocabulary in Context:** Introduce new vocabulary words appropriately to reflect meaning. T104-105
- **Introduce Comprehension:** Read and complete Venn Diagram to compare and contrast two subjects using *Two Kinds of Swallows*. T114
- **Develop Background:** Shared Read – *Migration* to learn about important ideas in the weekly selection, *The Journey: Stories of Migration*. T112-113
- **Introduce the Main Selection:** As you do a shared read of the selection, stop at intervals to complete the Venn Diagram graphic organizer to compare and contrast details in *The Journey: Stories of Migration*. T116-125
- **Deepen Comprehension:** Complete together and discuss *Venn Diagram: Compare and Contrast* to recognize compare and contrast as a text structure. T134-135
- **Connect to Traditional Tales:** Fable: *The Grasshopper and the Ant*. Students will determine the moral of the fable. T140-141
- **Vocabulary Strategies:** Prefixes (*in-*, *im-*) – Identify and use words that include the prefixes (*in-*, *im-*) within *A Symbol of Migration*. T142-143

Resources:

Week 2 – (Lesson 22 in Journeys)

- Think Central – Vocabulary in Context Cards
- Think Central – Projectable 22.4
- *Migration*
- Anchor Text: *The Journey: Stories of Migration* By Cynthia Rylant
- Graphic Organizer – Venn Diagram
- Think Central – Projectable 22.5a
- Think Central – Projectable 22.8
- Shared Read: *The Grasshopper and the Ant* an Aesop’s Fable adapted by Margaretha Rabe
- Think Central – Projectable 22.10

Pemberton Township School District

Third Grade Reading

Learning Opportunities/Strategies:

Week 3 – (Lesson 23 in Journeys)

- **Vocabulary in Context:** Introduce new vocabulary words appropriately to reflect meaning. T192-193
- **Introduce Comprehension:** Read *Emily's Journal* and complete Flow Chart to identify sequence of events, and to summarize important events in order. T202
- **Develop Background:** Shared Read – *Traveling Now and Then* to learn about important ideas in *The Journey of Oliver K. Woodman*. T200-201
- **Introduce the Main Selection:** As you do a shared read of the selection, stop at intervals to complete the Flow Chart graphic organizer to sequence events in *The Journey of Oliver K. Woodman*. T204-216
- **Deepen Comprehension:** Complete together and discuss *Sequence of Events* to infer unstated events and their sequence. T224-225
- **Connect to Social Studies:** Informational Text, *Moving the U.S. Mail* – Students will use a timeline to figure out the year each form of transportation was used by the United States Postal Service. T230-231
- **Vocabulary Strategies:** Suffixes (-er, -est) – define and use the suffixes (-er, -est) within *Two Travelers and a Bear*. T232-233

Resources:

Week 3 – (Lesson 23 in Journeys)

- Think Central – Vocabulary in Context Cards
- Think Central – Projectable 23.4
- *Traveling Now and Then*
- Anchor Text: *The Journey of Oliver K. Woodman* by Darcy Pattison
- Graphic Organizer – Flow Chart
- Think Central – Projectables 23.5a
- Think Central – Projectable 23.8
- Paired Selection: *Moving the U.S. Mail* by The United States Postal Service
- Think Central – Projectable 23.10

Pemberton Township School District

Third Grade Reading

Learning Opportunities/Strategies:

Week 4 – (Lesson 24 in Journeys)

- **Vocabulary in Context:** Introduce new vocabulary words appropriately to reflect meaning. T282-283
- **Introduce Comprehension:** Read *A Day at the Beach* and complete Inference Map to determine the author’s purpose for writing the text. T292
- **Develop Background:** Shared Read – *Seals at Play* to learn about important ideas in the weekly selection, *Dog-of-the-Sea-Waves*. T290-291
- **Introduce the Main Selection:** As you do a shared read of the selection, stop at intervals to complete the Inference Map graphic organizer to determine the author’s purpose for writing *Dog-of-the-Sea-Waves*. T294-303
- **Deepen Comprehension:** Complete together and discuss *Author’s Purpose* to determine the author’s purpose for writing a selection. T312-313
- **Connect to Science:** Informational Text, *The Land Volcanoes Built* – Students will focus on the importance of diagrams in an informational text. T318-319
- **Vocabulary Strategies:** Word Origin – Complete *Words from Other Languages* to learn the origin of familiar words from other languages. T320-321

Resources:

Week 4 – (Lesson 24 In Journeys)

- Think Central – Vocabulary in Context Cards
- Think Central – Projectable 24.4
- *Seals at Play*
- Anchor Text: *Dog-of-the-Sea-Waves* by James Rumford
- Graphic Organizer – Inference Map
- Think Central – Projectable 24.5a
- Think Central – Projectable 24.8
- Paired Selection: *The Land Volcanoes Built* by Patricia Ann Lynch
- Think Central – Projectable 24.9

Pemberton Township School District

Third Grade Reading

Learning Opportunities/Strategies:

Week 5 – (Unit 25 in Journeys)

- **Vocabulary in Context:** Introduce new vocabulary words appropriately to reflect meaning. T37-371
- **Introduce Comprehension:** Read *Three Kinds of Avalanches* and complete the Column Chart to identify and explain the purpose of text features, and to use text and graphic features to infer and predict while reading. T380
- **Develop Background:** Shared Read – *Mountain Climbing* to learn about important ideas in the weekly selection, *Mountains: Surviving on Mt. Everest*. T378-379
- **Introduce the Main Selection:** As you do a shared read of the selection, stop at intervals to complete the Column Chart graphic organizer, to explain what they learn from text and graphic features in *Mountains: Surviving on Mt. Everest*. T382-391
- **Deepen Comprehension:** Complete together and discuss *Column Chart: Text and Graphic Features* to interpret information from text and graphic features. T400-401
- **Connect to Plays:** Play, *The Big Cleanup* – Students are assigned parts to practice and read aloud in order to understand that stage directions give information about the characters and setting. T406-407
- **Vocabulary Strategies:** Analogies – Read and complete *Analogies* to understand analogies. T408-409

Resources:

Week 5 – (Unit 25 in Journeys)

- Think Central – Vocabulary in Context Cards
- Think Central – Projectable 25.4
- *Mountain Climbing*
- Anchor Text: *Mountains: Surviving on Mt. Everest* by Michael Sandler
- Graphic Organizer – Column Chart
- Think Central – Projectable 25.5a
- Think Central – Projectable 25.8
- Paired Selection: *The Big Cleanup* by Kate McGovern
- Think Central – Projectable 25.9

Pemberton Township School District Third Grade Reading

<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Guided Reading: Support students with feedback on weekly fluency focus with Leveled Reader & Teaching Guide • Tiered Ready-Made Work Stations • Grab-and-Go Leveled Practice • Unit Project 	<ul style="list-style-type: none"> • Guided Reading: Support students with feedback on weekly fluency focus with Leveled Reader & Teaching Guide • Vocabulary Reader • Tiered Ready-Made Work Stations • Grab-and-Go Leveled Practice • Connect and Extend • Making Connections • Your Turn 	<ul style="list-style-type: none"> • Guided Reading: Support students with weekly fluency focus using Leveled Reader/ Teaching Guide • Vocabulary Reader • Tiered Ready-Made Work Stations • Grab-and-Go Leveled Practice • Listening Station Think Central: Anchor Text & Leveled Readers • Write-in Reader • Monitor Comprehension If...Then... • Decoding Level 2 Foundations During WIN Period (if meets eligibility criteria) 	<ul style="list-style-type: none"> • Guided Reading: Support students with weekly fluency focus using Leveled Reader/ Teaching Guide • Vocabulary Reader • Tiered Ready-Made Work Stations • Grab-and-Go Leveled Practice • Listening Station Think Central: Anchor Text & Leveled Readers • Write-in Reader • Monitor Comprehension If...Then... • Decoding • English Language Learners Scaffold • Level 2 Foundations During WIN Period (if meets eligibility criteria)

Pemberton Township School District

Third Grade Reading

Unit Title: Unit 6: Make Your Mark

Stage 1: Desired Results

Standards & Indicators:

NJSLS Grade 3 English Language Arts

- RL.3.1
- RL.3.2
- RL.3.3
- RL.3.4
- RL.3.5
- RL.3.7
- RL.3.10
- RI.3.1
- RI.3.2
- RI.3.5
- RI.3.7
- RI.3.10
- SL.3.1
- SL.3.2
- SL.3.3
- SL.3.4
- SL.3.6
- RF.3.4
- L.3.3
- L.3.4
- L.3.5
- L.3.6

NJSLS Grade 3 Social Studies

- 6.1.P.B.1
- 6.1.P.B.2
- 6.1.4.B.5

NJSLS Grade 3 Science

- 3-LS2-1
- 3-ESS2-2
- 3-LS4-4

NJSLS Technology

- 8.1.5.A.2
- 8.1.5.D.3

Pemberton Township School District

Third Grade Reading

Standards & Indicators:

NJSLS 21st Century Life and Careers

- CRP1
- CRP5

Pemberton Township School District

Third Grade Reading

Central Idea / Enduring Understanding:

Students will...

- Learn something new when reading informational texts
- Monitor comprehension and clarify character traits
- Think and grow ideas while reading
- Talk about and respond to a text
- Analyze elements of a poem
- Infer, predict, synthesize, and make connections to make information relevant and useful
- Understand a text's features, structures, and characteristics to facilitate the reader's ability to make meaning of the text
- Recognize aspects of genres

Essential/Guiding Question:

- How can you figure out the main ideas in a text?
- How can an invention cause people's lives to change?
- How do facts help shape our opinions of people?
- What causes someone to be called a hero?
- What helps you make decisions about a character?

Pemberton Township School District

Third Grade Reading

Content:

- **Big Idea:** To reach a goal takes hard work.
- **Genres:** Informational Text, Traditional Tale, Journal Entry, Play, Fiction
- **Fluency:** Self-Correct, Intonation, Phrasing: Natural Pauses, Expression, Rate: Adjust Reading Rate to Purpose
- **Weekly Target Vocabulary**
- **Vocabulary Strategies:** Suffix (*-ion*), Homographs/Homophones, Word Roots, Prefixes (*-un, -dis*), Compound Words
- **Spelling: (Word Sorts)** – VCCV Words, Double Consonants, *ough* and *augh*, Words that End with *er* or *le*, Words that Begin with *a* or *be*
- **Academic Language:** Topic, Main Idea, Supporting Detail, Analyze, Evaluate, Effect, Cause, Summarize, Fact, Opinion, Character(s), Traits, Personality, Infer, Suffix, Homophones, Homographs, Word Root, Prefix, Compound Word
- **Decoding: (Students Below Benchmark)** – Common Final Syllables (*-ion, -tion, sion, -tune*), Double Consonants, Words with *ough, augh*, Words Ending in *-er, -le*, Schwa Sound

Skills(Objectives):

- Main Idea and Details
- Analyze and Evaluate
- Cause and Effect
- Summarize
- Fact and Opinion
- Visualize
- Understanding Characters
- Monitor/Clarify
- Conclusions/Generalizations
- Question

**Pemberton Township School District
Third Grade Reading**

Stage 2: Assessment Evidence

Performance Task(s):

- Reader’s Notebook Entries
- Complete Graphic Organizer: Idea-Support Map, T-Map, Web, Inference Map, Column Chart
- Identify literary devices and their purpose as they are used in narratives
- Visualize, or create a mental picture
- Analyze/evaluate actions of characters and support with details from the text
- Use strategies for understanding informational texts
- Self-correct and monitor for meaning
- Participate in discussions about stories by offering comments and supporting evidence
- Identify elements of narrative and informational text
- Use new vocabulary in speaking and writing

Other Evidence:

- Running Record
- Weekly Tests
- Responses to Open-Ended Critical Thinking Questions
- Accelerated Reader Quizzes

**Pemberton Township School District
Third Grade Reading**

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Week 1 – (Lesson 26 in Journeys)

- **Review Vocabulary:** Understand and use the Review Vocabulary words. T10
- **Review Comprehension:** Read and complete an Idea-Support Map to identify the main idea and details, and to analyze and evaluate information in the selection, *Ouch! A Bunion!* T12-13
- **Develop Background:** Read aloud selection from Journeys TE11. Complete web to learn about important ideas in the long article, *The Foot Race Across America*. T11
- **Introduce the Short Article:** Folktale – Preview the selection, asking students to identify features of a folktale. After reading, students will analyze the message of the folktale and evaluate to determine if they agree with the message in *Paca and the Beetle*. T14 – 15
- **Introduce the Long Article:** As you do a shared read of the selection, stop at intervals to complete the Idea-Support Map graphic organizer to record the main ideas and supporting details in the article; after reading, students will form an opinion about the information in *The Foot Race Across America*. T16-23
- **Introduce the Poetry:** Shared Read – While reading the poem, model self-correct; read and discuss to build understanding. T24-25
- **Review Vocabulary Strategies:** Suffix (-ion) – Complete *The Suffix -ion*, to review the suffix. T32-33

Resources

Week 1 – (Lesson 26 in Journeys)

- Think Central – Vocabulary in Context Cards
- *Ouch! A Bunion!*
- Think Central – Projectable 26.3
- Think Central – Projectable 26.4

- Think Central – Projectable 26.2

- *Paca and the Beetle: A Folktale from Brazil*

- Anchor Text: *The Foot Race Across America*
- Think Central - Graphic Organizer 7 (Idea-Support Map)
- Think Central – Projectable S7

- *Fast Track* by Niki Grimes
- *Ode to My Shoes* by Francisco X. Alarcon

- Think Central – Projectable 26.5

Pemberton Township School District

Third Grade Reading

Learning Opportunities/Strategies:

Week 2 – (Lesson 27 in Journeys)

- **Review Vocabulary:** Understand and use the Review Vocabulary words. T56
- **Review Comprehension:** Read and complete the T-Map to identify cause and effect, and to summarize the information in the selection, *How a Compass Works*. T58-59
- **Develop Background:** Read aloud selection from Journeys TE57. Complete web to learn about important ideas in the long article, *The Power of Magnets*. T57
- **Introduce the Long Article:** As you do a shared read of the selection, stop at intervals to complete the T-Map graphic organizer to record the cause-and-effect relationships in the article, *The Power of Magnets*; after reading, students will use information from the chart to summarize the article. T60-65
- **Introduce the Short Article:** Photo Essay – While previewing the selection, model identifying the genre. After reading, students summarize captions to build understanding. T66-67
- **Introduce the Poetry:** Shared Read – While reading the poem, model correct intonation to highlight the rhyming pattern; discuss to build understanding. T68-69
- **Review Vocabulary Strategies:** Homographs and Homophones – Complete *Homographs and Homophones*, to read and review homographs and homophones. T76-77

Resources:

Week 2 – (Lesson 27 in Journeys)

- Think Central – Vocabulary in Context Cards
- *How a Compass Works*
- Think Central – Projectable 27.3
- Think Central – Projectable 27.4

- Think Central – Projectable 27.2

- Anchor Text: *The Power of Magnets*
- Think Central - Graphic Organizer 13 (T-Map)
- Think Central – Projectable S6

- *Electro Magnets and You*

- *Science Fair Projects* by Carol Diggory Shields
- *Magnet* by Valerie Worth

- Think Central – Projectable 27.5

Pemberton Township School District

Third Grade Reading

Learning Opportunities/Strategies:

Week 3 – (Lesson 28 in Journeys)

- **Review Vocabulary:** Understand and use the Review Vocabulary words. T100
- **Review Comprehension:** Read and complete the T-Map to identify fact and opinion, and to visualize what the text describes in the selection, *Reading with My Fingers*. T102-103
- **Develop Background:** Read aloud selection from Journeys TE101. Complete triangle illustration to classify important ideas in the long article, *Becoming Anything He Wants to Be*. T101
- **Introduce the Long Article:** As you do a shared read of the selection, stop at intervals to complete the T-Map graphic organizer to create a chart of the facts and opinions in the article; after reading, students will visualize scenes described in *Becoming Anything He Wants to Be*. T104-109
- **Introduce the Short Article:** Journal Entry – While previewing the selection, model identifying the genre. After reading, students visualize a descriptive paragraph from the entry. T110-111
- **Introduce the Poetry:** Shared Read – While reading the poem, model correct phrasing, and encourage students to visualize events in the poem. T112-113
- **Review Vocabulary Strategies:** Word Roots – Complete *Word Roots*, to read and review words and their roots. T120-121

Resources:

Week 3 – (Lesson 28 in Journeys)

- Think Central – Vocabulary in Context Cards
- *Reading with My Fingers*
- Think Central – Projectable 28.2
- Think Central – Projectable 28.3
- Triangle Graphic Organizer (Teacher Created)
- Anchor Text: *The Power of Magnets*
- Think Central - Graphic Organizer 12 (T-Map)
- Think Central – Projectable S4
- *My Blue Belt Day!*
- *I Chop Chop Chop* by Jack Prelutsky
- *Long Jump* by Kristine O’Connell George
- Think Central – Projectable 28.4

Pemberton Township School District

Third Grade Reading

Learning Opportunities/Strategies:

Week 4 – (Lesson 29 in Journeys)

- **Review Vocabulary:** Understand and use the Review Vocabulary words. T144
- **Review Comprehension:** Read and complete the Column Chart to identify character traits, and to monitor and clarify understanding of the selection, *The Best Poster*. T146-147
- **Develop Background:** Read aloud selection from Journeys TE145. Complete web to learn important ideas in the long article, *A New Team of Heroes*. T145
- **Introduce the Long Article:** As you do a shared read of the play, stop at intervals to complete the Column Chart graphic organizer to record details about each character in the play, how those details relate to their own experiences, and inferences they can make about the character. After reading, students will monitor and clarify their understanding of the play, *A Team of Heroes*. T148-155
- **Introduce the Short Article:** Informational Text – While previewing the selection, model identifying the genre. After reading, students identify the features of informational text. T156-157
- **Introduce the Poetry:** Shared Read – While reading the poem, model expression, phrasing, intonation, and appropriate speed and pitch, and encourage students to interpret the poet's meaning. T158-159
- **Review Vocabulary Strategies:** Prefixes (*un-*, *dis-*) – Complete *Prefixes un-and dis-*, to read and review words with the prefixes (*un-* and *dis-*). T166-167

Resources:

Week 4 – (Lesson 29 in Journeys)

- Think Central – Vocabulary in Context Cards
- *The Best Poster*
- Think Central – Projectable 29.3
- Think Central – Projectable 29.4
- Think Central – Projectable 29.2
- Anchor Text: *A Team of Heroes*
- Think Central - Graphic Organizer 2 (Column Chart)
- Think Central – Projectable S3
- *C-H-A-M-P-I-O-N*
- *Defender* by Linda Sue Park
- *Spellbound* by Sara Holbrook
- Think Central – Projectable 29.5

Pemberton Township School District

Third Grade Reading

Learning Opportunities/Strategies:

Week 5 – (Unit 30 in Journeys)

- **Review Vocabulary:** Understand and use the Review Vocabulary words. T190
- **Review Comprehension:** Read and complete the Inference Map to draw conclusions and identify generalizations in the selection, *Rescue Dogs*. T192-193
- **Develop Background:** Read aloud selection from Journeys TE191. Complete web to learn important ideas in the long article, *Saving Buster*. T191
- **Introduce the Short Article:** News Article – While previewing the selection, model identifying the genre. After reading, students identify the features of a news article. T194-195
- **Introduce the Long Article:** As you do a shared read of the article, stop at intervals to complete the Inference Map graphic organizer to note conclusions students draw as they question while reading. After reading, students will identify various story elements in *Saving Buster*. T196-203
- **Introduce the Poetry:** Shared Read – While reading the poem, model reading at various rates, as indicated by punctuation marks, and encourage students to analyze the rhyme pattern of the poem. T204-205
- **Review Vocabulary Strategies:** Compound Words – Complete *Compound Words* to read and review compound words. T212-213

Resources:

Week 5 – (Unit 30 in Journeys)

- Think Central – Vocabulary in Context Cards
- *Rescue Dogs*
- Think Central – Projectable 30.3
- Think Central – Projectable 30.4

- Think Central – Projectable 30.2

- *Acting Across Generations*

- Anchor Text: *Saving Buster*
- Think Central - Graphic Organizer 9 (Inference Map)
- Think Central – Projectable S5

- *Company's Coming* by David L. Harrison

- Think Central – Projectable 30.5

Pemberton Township School District Third Grade Reading

<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Guided Reading: Support students with feedback on weekly fluency focus with Leveled Reader & Teaching Guide • Tiered Ready-Made Work Stations • Grab-and-Go Leveled Practice • Unit Project 	<ul style="list-style-type: none"> • Guided Reading: Support students with feedback on weekly fluency focus with Leveled Reader & Teaching Guide • Vocabulary Reader • Tiered Ready-Made Work Stations • Grab-and-Go Leveled Practice • Connect and Extend • Making Connections • Your Turn 	<ul style="list-style-type: none"> • Guided Reading: Support students with weekly fluency focus using Leveled Reader/ Teaching Guide • Vocabulary Reader • Tiered Ready-Made Work Stations • Grab-and-Go Leveled Practice • Listening Station Think Central: Anchor Text & Leveled Readers • Write-in Reader • Monitor Comprehension If...Then... • Decoding Level 2 Foundations During WIN Period (if meets eligibility criteria) 	<ul style="list-style-type: none"> • Guided Reading: Support students with weekly fluency focus using Leveled Reader/ Teaching Guide • Vocabulary Reader • Tiered Ready-Made Work Stations • Grab-and-Go Leveled Practice • Listening Station Think Central: Anchor Text & Leveled Readers • Write-in Reader • Monitor Comprehension If...Then... • Decoding • English Language Learners Scaffold • Level 2 Foundations During WIN Period (if meets eligibility criteria)