Pacing Chart/Curriculum MAP   **Key: Technology   Careers   Interdisciplinary Studies**

Marking Period:	1	**Unit Title:**	Building a Reading Life	**Pacing:**	45 Days

Unit Summary:
Readers create a reading life by finding just right books and creating/reinforcing habits.
Readers stop and check for understanding using various reading strategies
Readers build stamina and read more complex text by setting goals and asking questions

Objectives:
Bend One:

SWBAT read and respond to a short story

SWBAT make plans to set themselves up for the best possible reading lives, and then put those plans into action.
SWBAT choose their relationship toward reading.
SWBAT decide whether to read like curmudgeons, cranky and bored, or they can chose to read as if books are gold.
SWBAT choose books that are just right for them.
SWBAT assess their reading progress.
SWBAT set clear reading goals and track their progress toward those goals.
SWBAT draw on their reading interests to create systems for finding and sharing books within a community of readers.
SWBAT develop partnerships that support their reading.
SWBAT give themselves comprehension checks as they read, asking themselves questions to make sure they understand what is happening in their books.

SWBAT ask themselves, "What mind-work does this text want me to do?" As they read, they will need to make movies in their mind, and other times, they will need to collect information.
SWBAT draw on many elements to come up with predictions about the stories they read.
SWBAT make predictions that tell not only the main things they think are likely to happen later in the story, but also include details about how those things might happen.
SWBAT retell book as a way to lay the story out for others so it can be a topic for discussion.
SWBAT improve their reading skills by discussing their book with others.
SWBAT go from being a good reader to a great reader by persevering. (Working with grit)
SWBAT figure out the meaning of hard words using a repertoire of strategies.
SWBAT figure out the definitions of hard words by using textual clues.
SWBAT use contextual clues to make sense of figurative language.
SWBAT revisit earlier parts of the text to come up with possible answers to questions that are asked.
SWBAT gather information from their texts to try to understand the author's purpose.
SWBAT write to make sense of and remember reading experiences.

Essential Questions:
- How can I become a fluent reader?
- Why is it important to generate questions as I read?
- How do readers construct meaning from the text?
- What strategies can readers rely on to make sense of complex vocabulary used by authors of nonfiction texts?

Common Core State Standards/Learning Targets:
Start with Assessment
R.L.3.2

Session 1
W.3.1, W.3.2, W.3.3 RF.3.3, RF.3.4, RL.3.10, RI.3.10 SL.3.1, SL.3.6 L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6

Session 2

W.3.1, W.3.2, W.3.3 RF.3.3, RF.3.4, RL.3.10, RI.3.10 SL.3.1 L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6

Session 3
W.3.1, W.3.2, W.3.3RF.3.3, RF.3.4, RL.3.10, RI.3.10SL.3.1, SL.3.6 L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6

Session 4
W.3.1, W.3.2, W.3.3RF3.3, RF3.4, RL.3.10, RI.3.10 SL.3.1 L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6

Session 5
W.3.1, W.3.2, W.3.3RF.3.3, RF.3.4, RL.3.10, RI.3.10, RL.3.1, RL.3.2, RL.3.6, RL.3.7, RI.3.1, RI.3.2, RI.3.6 SL.3.1.b,d, SL.3.6 L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6

Session 6
W.3.3 RF.3.3, RF.3.4, RL.10 SL.3.1, SL.3.3, SL.3.4, SL.3.6 L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6

Session 7
W.3.3 RF.3.3, RF.3.4, RL.3.1, RL.3.3, RL.3.5, RL.3.10 SL.3.1, SL.3.2, SL.3.4, SL.3.6 L.3.1, L.3.3

Bend II
Session 8
RF.3.3, RF.3.4, RL.3.1, RL.3.3, RL.3.6, RL.3.10

Session 9
RL.3.1, RL.3.2, RL.3.3, RL.3.5, RL.3.10

Session 10
RL.3.1, RL.3.3, RL.3.5, RL.3.10,

Session 11
RL.3.1, RL.3.2, RL.4.2, RL.3.5, RL.3.10,

Session 12
RL.3.1, RL.3.2, RL.3.5, RL.3.10

Session 13
RF.3.3, RF.3.4, RL.3.10

Session 14
RF.3.3, RF.3.4, RL.3.10

Session 15
RF3.3, RF.3.4, RL.3.1, RL.3.4, RL.3.10

Session 16
RF.3.3, RF.3.4, RL.3.1, RL.3.4, RL.3.10

Session 17
RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.10

Session 18

RL.3.1, RL.3.2, RL.3.3, RL.3.5, RL.3.10

Session 19

RF.3.3, RF.3.4, RL.3.10

Other standards covered: **8.1, 9.2.4.A.4**

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Establish roles and routines of Readers Workshop Readers create a reading life by finding just right books and creating/reinforcing habits. Readers stop and check for understanding using various reading strategies. Readers build stamina and read more complex text by setting goals and asking and answering questions. Bend I: Making a Reading Life Session 1: Building a Powerful Reading Life Session 2: Reading As If Books Are Gold Session 3: Finding Within-Reach Books and Reading Tons of Them Session 4: Setting Goals and Tracking Progress	**Pre-Assessment:** Building a Reading Life Book pgs. 2-3 Online Resources Tool **Session 1:** Building a Reading Life Book pgs. 4-13 Online Resources Tool **Session 2:** Building a Reading Life Book pgs. 14-24 *Each Kindness* by Jacqueline Woodson **Session 3:** Building a Reading Life Book pgs. 25-34 Online Resource Tool **Session 4:** Building a Reading Life Book pgs. 36-45 Online Resource Tool **Session 5:** Building a Reading Life Book pgs. 46-55 Online Resource Tool **Session 6:** Building a Reading Life Book pgs. 56-66 Online Resource Tool Mentor Text, *Stone Fox* by John Reynolds **Bend II:**	**Pre-Assessment:**"Abby Takes Her Shot" by Susan Dyckman Online Resources Tool **Session 1:** Anchor Chart Paper Strips Running Records form Pocket folders for each student with: Reading Logs, Post-its and Readers Notebooks **Session 2:** *Each Kindness* by Jacqueline Woodson Reading Logs Post-its Readers Notebooks Anchor Chart "To Make Reading the Best It Can Be, I will…" **Session 3:** Chart paper and markers Difficult Book Just Right Book	● Smart Board Applications ● Use Google Docs to create a web, which includes words that describe you as a reader. ● Use Google Docs

Session 5: Setting Up Systems to Find and Share Books Session 6: Reading in the Company of Partners Bend II: Understanding the Story Session 7: Readers Check for Comprehension Session 8: Follow Textual Cues As You Read: Shift between Envisioning and Assembling Facts Session 9: Prediction Session 10: Making Higher-Level Predictions Session 11: Retelling Stories Session 12: Readers Decide How to Lift the Level of their Reading and Recruit Partners to Support Them Bend III: Tackling More Challenging Texts Session 13: Tackling Complex Texts Takes Grit	**Session 7:** Building a Reading Life Book pgs. 68-78 Online Resource Tool Mentor Text, *Stone Fox* by John Reynolds **Session 8:** Building a Reading Life Book pgs. 79-90 Online Resource Tool Mentor Text, *Stone Fox* by John Reynolds **Session 9:** Building a Reading Life Book pgs. 91-102 Online Resource Tool Mentor Text, *Stone Fox* by John Reynolds **Session 10:** Building a Reading Life Book pgs. 103-113 Mentor Text, *Stone Fox* by John Reynolds Online Resources Tool **Session 11:** Building a Reading Life Book pgs. 114-123 Mentor Text, *Stone Fox* by John Reynolds Online Resources Tool **Session 12:** Building a Reading Life Book pgs. 124-128 Online Resources Tool **Session 13:** Building a Reading Life Book pgs. 130-140	Anchor Chart "Signs to Watch for When Choosing a Book" Reading Logs "Fluency" strand for Narrative Reading Learning Progression Anchor Chart "To Make Reading the Best It Can Be, I will…" **Session 4:** Teacher Reading Log Anchor Chart "To Make Reading the Best It Can Be, I will…" Anchor Chart- "Reading Fast, Strong, and Long" **Session 5:** Anchor Chart "To Make Reading the Best It Can Be, I will…" Chart paper Marker Anchor Chart "Finding Great Books" a Character" Book Bins Leveled Books **Session 6:** Note Cards	

Session 14: Figuring Out Hard Words	Online Resources Tool	Pens Anchor Charts Markers	
Session 15: Using Textual Clues to Figure Out the Meaning of Unfamiliar Words	**Session 14:** Building a Reading Life Book pgs. 141-148 Mentor Text, *Stone Fox* by John Reynolds *Donavan's Word Jar* Online Resources Tool	Chart "Questions to Ask to Get to Know a Reading Partner" Anchor Chart "Tips for Interviewing a Reader"	
Session 16: Making Sense of Figurative Language		"Fluency" strand for Narrative Reading Learning Progression	
Session 17: Talking Back to the Text	**Session 15:** Building a Reading Life Book pgs. 149-158 Mentor Text, *Stone Fox* by John Reynolds Online Resources Tool	Mentor Text, *Stone Fox* by John Reynolds	
Session 18: Raising the Level of Questions to Unearth Deeper Meaning: Considering Author's Purpose	**Session 16:** Building a Reading Life Book pgs. 159-166 Mentor Text, *Stone Fox* by John Reynolds Online Resources Tool	**Bend II** **Session 7:**Tin Man Image Mentor Text, *Stone Fox* by John Reynolds	
Session 19: Celebration		Anchor Chart "Readers Give Themselves a Comprehension Check by Asking…"	
	Session 17: Building a Reading Life Book pgs. 167-177 Mentor Text, *Stone Fox* by John Reynolds Online Resources Tool	Chart paper and markers "Readers Give Themselves a Comprehension Check-up by Asking" bookmark	
	Session 18: Building a Reading Life Book pgs. 178-186 Mentor Text, *Stone Fox* by John Reynolds Online Resources Tool	"Monitoring for Sense" strand of the Narrative Reading Learning Progression	
	Session 19: Building a Reading Life Book pgs. 187-191		

| | | *I'm in Charge of Celebrations* by Byrd Baylor
Online Resources Tool | **Session 8:** Anchor Chart "Readers Give Themselves a Comprehension Check by Asking…"
Mentor Text, *Stone Fox* by John Reynolds
Anchor Chart "Readers Understand a Story by…"<br>"Envisioning/Predicting" strand of the Narrative Reading Learning Progression

Session 9: Mentor Text, *Stone Fox* by John Reynolds
Chart paper and markers
Pink Post-its
Pencil
Anchor Chart "Readers Understand a Story by…"

Session 10:
"Envisioning/Predicting" strand of the Narrative Reading Learning Progression
Mentor Text, *Stone Fox* by John Reynolds | |

		Anchor Chart "Readers Understand a Story by…" Pink Post-Its Pencils Highlighters **Session 11:** Mentor Text, *Stone Fox* by John Reynolds Anchor Chart "Readers Understand a Story by…" Retelling/Summary/Synthesis" strand of the Narrative Reading Learning Progression Anchor Chart "Thought Prompts for Retelling" **Session 12:** Retelling/Summary/Synthesis" strand of the Narrative Reading Learning Progression Anchor Chart "Ways Partners Can Work Together to Lift the Level of Each Other's Reading Work" **Bend III**	

		Session 13: Reading Grit Test Anchor Chart "Readers Climb the Hurdle of Hard Words" **Session 14:** Mentor Text, *Stone Fox* by John Reynolds Anchor Chart "Readers Climb the Hurdle of Hard Words" "Word Solving" strand of the Narrative Reading Learning Progression, Grade 2 *Donavan's Word Jar* Index Cards Pencils **Session 15:** Excerpts from mentor text, *Stone Fox* by John Reynolds Lyrics to "The Star Spangled Banner" Anchor Chart "Clues Authors Leave Readers to Solve Tricky Words"	

		Anchor Chart "Readers Climb the Hurdle of Hard Words by…" White boards Markers List of pronouns written on chart paper "Readers Climb the Hurdle of Hard Words by…" and "Readers Understand a Story by…" bookmarks **Session 16:** Mentor Text, *Stone Fox* by John Reynolds Anchor Chart "Readers Climb the Hurdle of Hard Words by…" Colorful tape Anchor Chart "If I Had a Hammer" **Session 17:** Mentor Text, *Stone Fox* by John Reynolds **Session 18:** Mentor Text, *Stone Fox* by John Reynolds	

		"Why Did the Author Include That?" questions "Abby Takes Her Shot" Post-it notes Pens **Session 19:** *I'm in Charge of Celebrations* by Byrd Baylor Reading Notebook Reading Logs Paper and pencil	

Formative Assessment Plan	Summative Assessment Plan
Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards. **Suggested activities to assess student progress:** Pre-Unit Assessment Performance Assessment Teacher Conferences Reading Logs Reading Notebooks Think-Pair-Share Thumbs up / Thumbs down	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.* **Final Assessment/Benchmark/Project:** *Fountas and Pinnell Benchmark testing* *MAP testing* **Suggested skills to be assessed:** *Building Reading Stamina* *Reading Comprehension*

Peer Evaluation Writing About Reading Annotated Writing	

Differentiation			

Special Education	ELL	At Risk	Gifted and Talented
- RTI - Modify and accommodate as listed in student's IEP or 504 plan - Utilize effective amount of wait time - Hold high expectations - Communicate directions clearly and concisely and repeat, reword, modify as necessary. - Utilize open-ended questioning techniques - Utilize scaffolding to support instruction. - Chunk tasks into	- RTI - Speech/Language Therapy - Rosetta Stone - Hold high expectations - Provide English/Spanish Dictionary for use - Place with Spanish speaking teacher/paraprofessional as available - Learn/Utilize/Display some words in the students' native language - Invite student to after school tutoring sessions - Basic Skills Instruction	- RTI Tiered Interventions following RTI framework - Support instruction with RTI intervention resources - Provide after school tutoring services - Basic Skills Instruction - Hold high expectations - Utilize Go Math! RTI strategies - Fountas and Pinnell Phonics - Hold parent conferences fall and spring - Make modifications to instructional plans	- Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Enable students to explore continually

smaller components ● Provide step by step instructions ● Model and use visuals as often as possible ● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. ● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. ● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. ● Create rubrics/allow students to assist with task, so that all are aware of expectations. ● Create modified assessments. ● Allow students to utilize online books, when available, to listen to oral recorded reading.	● Utilize formative assessments to drive instruction ● Translate printed communications for parents in native language ● Hold conferences with translator present ● Utilize additional NJDOE resources/recommendations ● Review Special Education listing for additional recommendations ● Establish a consistent and daily routine	based on I and RS Plan. ● Develop a record system to encourage good behavior and completion of work. ● Establish a consistent and daily routine.	changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. ● Encourage exposure to, selection and use of appropriate and specialized resources. ● Promote self-initiated and self-directed learning and growth. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. ● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).

Provide individualized assistance as necessary. **Allow for group work (strategically selected) and collaboration as necessary.** **Utilize homework recorder within SIS.** **Allow for copies of notes to be shared out.** **Utilize assistive technology as appropriate.** **Provide meaningful feedback and utilize teachable moments.** **Utilize graphic organizers** **Introduce/review study skills** **Provide reading material at or slightly above students' reading levels.** **Utilize manipulatives as necessary.** **Utilize auditory reminders as deemed necessary.** **Provide breaks to allow for refocusing as**			

necessary. ● **Establish a consistent and daily routine.**			

Quinton Township School District
English Language Arts Literacy-Reading
Grade 3

Pacing Chart/Curriculum MAP

Marking Period:	2	Unit Title:	Reading to Learn	Pacing:	45 Days

Unit Summary: Students will explore both expository and narrative non-fiction texts. Students will read deeply about one topic/subject to become an expert and identify main ideas and details.

Objectives:
SWBAT read and respond to a short story.
SWBAT read nonfiction by previewing it, identifying the parts, and thinking about how the book might go.
SWBAT pause when they read to summarize important information.
SWBAT assess their reading progress.
SWBAT organize information into categories as they read.
SWBAT teach others what they've learned from their nonfiction texts, paying close attention to the main ideas and supporting details.
SWBAT draft and revise the main idea of the story.
SWBAT analyze their own reading skills, reflecting on what they do well and what they could improve on.
SWBAT create clear goals as well as plans for achieving goals.
SWBAT read nonfiction to learn, monitoring for significance and work to find something of interest in the text.
SWBAT gather their thoughts and prepare as they read to discuss the text when finished.
SWBAT separate their perspective on a topic from the perspective of the texts they are reading. The author of a text may have a point of view that is different from the reader's point of view.
SWBAT shift focus from reading and thinking about expository text to now focusing on narrative nonfiction texts.
SWBAT identify the type of text structure a nonfiction text follows, and use this information to help them organize their understanding of the text.
SWBAT recognize the important details that contribute to the overarching storyline and learn how to synthesize secondary details and storylines into the larger story.
SWBAT self-monitor, striking a balance between reading fluently and stopping to regain meaning when encountering unfamiliar vocabulary.
SWBAT read with different lenses. One of those lenses is to understand the story and the other lens is to learn information.
SWBAT seek out unifying ideas behind the texts they read.
SWBAT use strategies they've developed for understanding fictional characters when they are reading narrative nonfiction.
SWBAT use authors' signals to shift between using narrative and expository strategies.

SWBAT self assess and reinforce the importance of studying one's own work.

SWBAT create monuments to their nonfiction reading lives, helping them to create a physical manifestation of their learning.

Essential Questions:
- What clues in a story tell you about the characters?
- How can readers figure out the message in a story?
- Why are details important in a biography?
- How can I find the main idea and key details of a nonfiction text?
- How can thinking about our thoughts and feelings help us better understand a character in the story?

Common Core State Standards/Learning Targets:

Session 1
W.3.2 RF.3.4, RI.3.1, RI.3.2, RI.3.3, RI.3.5, RI.3.7, RI.3.8, RI.3.10 SL.3.1, SL.3.2, SL.3.4 L.3.1, L.3.3, L.3.6

Session 2
W.3.2, W.3.7, W.3.8 RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.7, RI.3.8, RI.3.10, RF.3.4 SL.3.1, SL.3.2, SL.3.6 L.3.1, L.3.3, L.3.6

Session 3
W.3.2, W.3.7, W.3.8 RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.7, RI.3.8, RI.3.10, RF.3.4 SL.3.1, SL.3.2, SL.3.4, SL.3.6 L.3.1, L.3.3, L.3.6

Session 4
W.3.2, W.3.7, W.3.8 RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.7, RI.3.8, RI.3.10 SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6 L.3.1, L.3.3, L.3.6

Session 5
W.3.2, W.3.7, W.3.8 RI.3.1, RI.3.2, RI.3.3, RI.3.5, RI.3.7, RI.3.8, RI.3.10 SL.3.1, SL.3.2 L.3.1, L.3.3, L.3.6

Session 6
W.3.2, W.3.8 RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.7, RI.3.8, RI.3.10 SL.3.1 L.3.1, L.3.3, L.3.6

Session 7
W.3.2, W.3.7, W.3.8 RI.3.1, RI.3.2, RI.3.3 SL.3.1, SL.3.3, SL.3.4 L.3.1, L.3.3, L.3.6

Session 8
W.3.2, W.3.7, W.3.8 RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.7, RI.3.8 SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6 L.3.1, L.3.3, L.3.6

Session 9
W.3.2, W.3.7, W.3.8 RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.6, RI.3.7, RI.3.8 SL.3.1, SL.3.2 L.3.1, L.3.2, L.3.3, L.3.5, L.3.6

Session 10
W.3.2, W.3.7, W.3.8 RI.3.1, RI.3.2, RI.3.3 SL.3.1, SL.3.2, SL.3.3, SL.3.4, L.3.1, L.3.3, L.3.6 SL.3.6 L.3.1, L.3.3, L.3.6
Session 11
W.3.2, W.3.3 RI.3.1, RI.3.2, RI.3.3, RI.3.8, RF.3.4 SL.3.1, SL.3.2, SL.3.3 L.3.1, L.3.3, L.3.6
Session 12
W.3.2, W.3.3, W.3.8 RL.3.1, RL.3.2, RL.3.2, RL.3.4, RL.3.5, RL.3.10, RI.3.2 SL.3.1, SL.3.4, SL.3.6 L.3.1, L.3.3, L.3.6
Session 13
W.3.2, W.3.3, W.3.8 RI.3.4, RL.3.4, RF.3.3 SL.3.1 L.3.1, L.3.2, L.3.3, L.3.4, L.3.5
Session 14
W.3.2, W.3.3, W.3.7, W.3.8 RL.3.1, RL.3.2, RL.3.3, RL.3.5, RL.3.10, RI.3.1, RI.3.2, RI.3.3, RI.3.8, RI.3.10 SL.3.1, SL.3.2, SL.3.3, SL.3.4 L.3.1, L.3.3, L.3.6
Session 15
W.3.2, W.3.3, W.3.7, W.3.8 RL.3.1, RL.3.2, RL.3.3, RL.3.5, RL.3.10, RI.3.1, RI.3.2, RI.3.3, RI.3.8, RI.3.10 SL.3.1, SL.3.3, SL.3.4 L.3.1, L.3.3, L.3.6
Session 16
W.3.2, W.3.3 RL.3.1, RL.3.2, RL.3.3, RL.3.5, RI.3.1, RI.3.2, RI.3.3 SL.3.1, SL.3.4 L.3.1, L.3.3, L.3.6
Session 17
W.3.2, W.3.3, W.3.7, W.3.8, W.3.10 RL.3.1, RL.3.2, RL.3.3, RI.3.1, RI.3.2, RI.3.3, RI.3.5 SL.3.1 L.3.1, L.3.2, L.3.3, L.3.6
Session 18
W.3.2, W.3.3, W.3.7, W.3.8 RL.3.1, RL.3.2, RL.3.3, RL.3.4, RI.3.1, RI.3.2, RI.3.3, RF.3.4 SL.3.1 L.3.1, L.3.3, L.3.4, L.3.6
Session 19
W.3.3, W.3.4 RF.3.3, RF.3.4, RL.3.10 SL.3.1, SL.3.6 L.3.1, L.3.2, L.3.3

Other standards covered: **8.1, ,3-LS2-1, ,3-LS2-2** **9.2.4.A.4**

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Bend 1: Determining Importance in Expository Texts	**Pre-Assessment:** Reading to Learn Book pgs. 2-3	**Pre-Assessment:** Pre-Unit Assessment	● Smart Board Applications

Session 1: Previewing Nonfiction Session 2: Looking for Structure within a Nonfiction Texts Session 3: Grasping Main Ideas in Nonfiction Texts Session 4: Becoming Experts and Teaching Others from Nonfiction Texts Session 5: Tackling Complexity Session 6: Getting Better Requires Clear Goals and Deliberate Work: Learning Progressions Bend II: Lifting the Level of Thinking About Expository Texts Session 7: Reading for Significance: Approaching Nonfiction Reading as a Learner Session 8: Reading Differently because of Conversations Session 9: Distinguishing Your Own Opinion from that of the Author	Online Resources Tool **Bend I** **Session 1:** Reading to Learn Book pgs. 4-14 *Gorillas (Living in the Wild: Primates)* by Lori McManus Online Resources Tool **Session 2:** Reading to Learn Book pgs. 15-24 Online Resources Tool **Session 3:** Reading to Learn Book pgs. 26-36 *The Weird and Wonderful Octopus* by Anna Gratz Online Resources Tool **Session 4:** Reading to Learn Book pgs. 37-46 *Frogs and Toads* by Bobbie Kalman and Tammy Everts Online Resources Tool **Session 5:** Reading to Learn Book pgs. 47-52 *Frogs and Toads* by Bobbie Kalman and Tammy Everts Online Resources Tool	"Start Your Engines: All about Motor Racing" and "Cars with Wings" **Bend I** **Session 1:** *Gorillas (Living in the Wild: Primates)* by Lori McManus Expository Text Set Chart paper and markers Pocket folders for each student with: Reading Logs, Post-its and Readers Notebooks Anchor Chart "Rev Up Your Mind Before Reading Nonfiction" **Session 2:** Nonfiction Text Anchor Chart "Rev Up Your Mind Before Reading Nonfiction" Smart Board Chart paper and markers Anchor Chart "To Learn from Expository Text…" "Orienting", "Main Idea(s) and Supporting Details/Summary"	● Google Applications

Session 10: Lifting the Level of Students' Talk	**Session 6:** Reading to Learn Book pgs. 53-60 *Frogs and Toads* by Bobbie Kalman and Tammy Everts Giant Pacific Octopus Video Octopus Opening a Container Video Online Resources Tool	strands of the Informational Reading Learning Progression Post-it notes Pencils Anchor Chart "Signs to Watch for When Choosing a Book" "Rev Up Your Mind Before Reading Nonfiction" bookmark
Bend III: Synthesizing and Growing Ideas in Narrative Nonfiction		
Session 11: Using Text Structure to Hold On to Meaning in Narrative Nonfiction		
	Bend II	
Session 12: Summarizing Narrative Nonfiction	**Session 7:** Reading to Learn Book pgs. 62-69 Online Resources Tool	
Session 13: Tackling Hard Words that Complicate Meaning	**Session 8:** Reading to Learn Book pgs. 70-77 Online Resources Tool	**Session 3:** Memory Game *The Weird and Wonderful Octopus* by Anna Gratz Anchor Chart "To Learn from Expository Texts" Magazines Construction Paper Art Supplies "Fluency" strand of the Informational Reading Learning Progression "Main Idea(s), Supporting Details/Summary" and "Analyzing Parts of a Text in Relation to the Whole" strands of the
Session 14: Reading Biographies through Different Lenses	**Session 9:** Reading to Learn Book pgs. 78-84 Link to Newsela *Gorillas (Living in the Wild: Primates)* by Lori McManus	
Session 15: Seeking Underlying Ideas in True Stories		
Session 16: Bringing Your Narrative Nonfiction Lenses to a BRoader Range of Texts	Online Resources Tool **Session 10:** Reading to Learn Book pgs. 85-88 Online Resources Tool	
Session 17: Identifying When a Tet is Hybrid Nonfiction and Adjusting Accordingly	**Bend III** **Session 11:** Reading to Learn Book pgs. 90-99 Online Resources Tool	
Session 18: Becoming Your Own Reading Coach	Biography of Ezra Jack Keats Link	

Session 19: Celebration	**Session 12:** Reading to Learn Book pgs. 100-106 Online Resources Tool **Session 13:** Reading to Learn Book pgs. 107-110 Online Resources Tool **Session 14:** Reading to Learn Book pgs. 111-118 *The Story of Ruby Bridges* by Robert Coles excerpt Online Resources Tool **Session 15:** Reading to Learn Book pgs. 119-128 Biography of Ezra Jack Keats Link Online Resources Tool **Session 16:** Reading to Learn Book pgs. 129-138 *Cactus Hotel* by Brenda Z. Guiberson excerpt Online Resources Tool **Session 17:** Reading to Learn Book pgs. 139-146 *George Washington's Breakfast* excerpt Online Resources Tool	Informational Reading Learning Progression **Session 4:** Independent reading books Anchor Chart "To Teach Well" *Frogs and Toads* by Bobbie Kalman and Tammy Everts Anchor Chart "To Learn from Expository Texts" **Session 5:** *Frogs and Toads* by Bobbie Kalman and Tammy Everts Pets Keep Company Photos **Session 6:** "Cross Text(s) Synthesis" strand of the Informational Reading Learning Progression *Frogs and Toads* by Bobbie Kalman and Tammy Everts Reading Folder Readers Notebook Pencils Giant Pacific Octopus Video	

| | | **Session 18:** Reading to Learn Book pgs. 147-150
Gorillas (Living in the Wild: Primates) by Lori McManus
Online Resources Tool

Session 19: Reading to Learn Book pgs. 151-154
Online Resources Tool | Octopus Opening a Container Video
Bend II:
Session 7:"Growing Ideas" thread in the "Critical Reading" strand of the Informational Reading Learning Progression
Anchor Chart "To Learn From Expository Texts"
Short Texts

Session 8: Independent reading books
Post-it notes
Pencils
"Growing Ideas" thread in the "Critical Reading" strand of the Informational Reading Learning Progression
Anchor Chart "Talking and Thinking in Response to Our Text"
Anchor Chart "Rev Up Your Mind Before Reading Nonfiction"

Session 9: Gorillas excerpt "Look Out for | |

		Those Teeth!" Newsela Link Anchor Chart "Determining Perspective in Nonfiction Books" "Questioning the Text" thread in the "Critical Reading" strand of the Informational Reading Learning Progression **Session 10:** Anchor Chart "Qualities of Great Conversations" **Bend III** **Session 11:** Nonfiction texts Anchor Chart "Rev Up Your Mind Before Reading Nonfiction" "Retelling/Summary/Synthesis" strand of the Narrative Reading Learning Progression Anchor Chart "Story Elements" Biography of Ezra Jack Keats Link	

		Anchor Chart "Questions Narrative Nonfiction Readers Can Ask" **Session 12:** "Retelling/Summary/Synthesis" strand of the Narrative Reading Learning Progression Biographies that students are reading independently "Analyzing Parts" strand of the Narrative Informational Learning Progression **Session 13:** "Readers Climb the Hurdle of Hard Words" bookmark **Session 14:** Independent reading books Sunglasses with colored lenses "Main Idea(s), Supporting Details/Summary" and "Analyzing Parts of a Text in Relation to the Whole" strands of the	

		Informational Reading Learning Progression *The Story of Ruby Bridges* by Robert Coles excerpt Anchor chart "When Reading Narrative Nonfiction"	
		Session 15: Biography of Ezra Jack Keats Link Anchor Chart "When Reading Narrative Nonfiction" Anchor Chart "Seeking Underlying Ideas in Stories" Pens/Pencils	
		Session 16: *Cactus Hotel* by Brenda Z. Guiberson excerpt Nonfiction book on animal, plant, or group of people as main character "When Reading Anchor Chart "Narrative Nonfiction" Anchor Chart"Rev Up Your Mind Before Reading Nonfiction"	

		Chart paper and markers Anchor chart "Somebody... Wanted… But.. So..." **Session 17:** *George Washington's Breakfast* excerpt Anchor Chart "Story Elements" Anchor Chart "To Learn from Expository Texts" Hybrid Text Anchor Chart "When Reading Narrative Nonfiction" **Session 18:** *Gorillas (Living in the Wild: Primates)* by Lori McManus Independent reading books and summaries "Main Idea(s), Supporting Details/Summary" and "Analyzing Parts of a Text in Relation to the Whole" strands of the Informational Reading Learning Progression	

		Post-it notes Pencils **Session 19:** Readers Notebook Reading Log Paper Art Supplies Post-it notes	

Formative Assessment Plan	Summative Assessment Plan
Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards. **Suggested activities to assess student progress:** Pre-Unit Assessment Performance Assessment Teacher Conferences Reading Logs Reading Notebooks Think-Pair-Share Thumbs up / Thumbs down Peer Evaluation Writing About Reading Annotated Writing	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.* **Final Assessment/Benchmark/Project:** Fountas and Pinnell Benchmark Running Record MAP testing **Suggested skills to be assessed:** *Nonfiction Text Features* *Reading Comprehension*

Differentiation			
Special Education	**ELL**	**At Risk**	**Gifted and Talented**
- RTI - Modify and accommodate as listed in student's IEP or 504 plan - Utilize effective amount of wait time - Hold high expectations - Communicate directions clearly and concisely and repeat, reword, modify as necessary. - Utilize open-ended questioning techniques - Utilize scaffolding to support instruction. - Chunk tasks into smaller components - Provide step by step instructions - Model and use visuals as often as possible	- RTI - Speech/Language Therapy - Rosetta Stone - Hold high expectations - Provide English/Spanish Dictionary for use - Place with Spanish speaking teacher/paraprofessional as available - Learn/Utilize/Display some words in the students' native language - Invite student to after school tutoring sessions - Basic Skills Instruction - Utilize formative assessments to drive instruction - Translate printed communications for parents in native language	- RTI Tiered Interventions following RTI framework - Support instruction with RTI intervention resources - Provide after school tutoring services - Basic Skills Instruction - Hold high expectations - Utilize Go Math! RTI strategies - Fountas and Pinnell Phonics - Hold parent conferences fall and spring - Make modifications to instructional plans based on I and RS Plan. - Develop a record system to encourage good behavior and completion of work. - Establish a consistent and daily routine.	- Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.

• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as	• Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine		• Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).

necessary. ● Utilize homework recorder within SIS. ● Allow for copies of notes to be shared out. ● Utilize assistive technology as appropriate. ● Provide meaningful feedback and utilize teachable moments. ● Utilize graphic organizers ● Introduce/review study skills ● Provide reading material at or slightly above students' reading levels. ● Utilize manipulatives as necessary. ● Establish a consistent and daily routine			

Quinton Township School District
English Language Arts Literacy-Reading
Grade 3

Pacing Chart/Curriculum MAP

Marking Period:	3	Unit Title:	Character Studies	Pacing:	45 Days

Unit Summary: Students will envision the characters in a story and "get lost in a book". They will grow theories about characters by reading closely and making inferences. In addition, students will learn lessons by stepping into the shoes of different characters.

Objectives:
SWBAT read and respond to a short story
SWBAT know the characters in the book in much the same ways as they get to know a new friend, taking notice of how the characters talk and act.
SWBAT draw on their first observations to up with an idea about the character: What does this tell me about this character?
SWBAT assess their reading progress
SWBAT notice patterns in the things the character does again and again to come up with big ideas, or theory, about the character.
SWBAT think deeper about what kind of person a character is by asking, "What is the character this way?"
SWBAT use theories about characters to predict.

SWBAT evaluate their own reading work through self-assessing checklists
SWBAT know that all characters move across a story in predictable ways.
SWBAT expect characters to face problems in stories.
SWBAT pay attention to the roles that secondary characters in the story play in the main character's journey by asking, "Why did the author put this guy into the story?"
SWBAT investigate the questions "Why might authors include illustrations?" and "What do pictures contribute or add to stories?"
SWBAT anticipate that the tension will build and that the main character is tested.
SWBAT notice how a character resolves big trouble.
SWBAT learn a lesson alongside their characters.
SWBAT analyze author's craft after story is finished.
SWBAT compare characters noticing similarities and differences.
SWBAT compare the problems characters face and the ways in which they react to these.
SWBAT develop debatable ideas about characters and engage in text-based mini-arguments.
SWBAT compare and contrast the lessons characters learn.
SWBAT share their knowledge of characters by comparing and contrasting.

Essential Questions:
- How can you get to know a character as a friend?
- Why is it important to follow a character across a story?
- Why is it important as a reader to compare and contrast characters across books?

Common Core State Standards/Learning Targets:
Session 1
W.3.3, RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.6, RL.3.10, SL.3.1, SL.3.2, SL.3.6, L.3.1, L.3.3, L.3.4, L.3.6
Session 2
W.3.3, RL.3.1, RL3.2, RL.3.3, RL3.4, RL3.6, RL.3.10, SL.3.1, SL.3.2, SL.3.4, SL.3.6, L.3.1, L.3.3, L.3.6
Session 3
W.3.3, RL.3.1, RL3.2, RL.3.3, RL3.5, RL.3.6, RL3.1O RF.3.4, SL.3.1, SL.3.4, SL.3.6, L.3.1, L.3.3, L.3.6
Session 4

W.3.3, W.3.10, RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.6, RL.3.9, RL.3.10, SL.3.1, SL.3.2, SL.3.4, SL.3.6, L.3.1, L.3.2, L.3.3, L.3.6
Session 5
W.3.3, RL3.1, RL.3.2, RL.3.3, RL.3.5, RL.3.6, RL.3.10, SL.3.1, SL.3.2, SL.3.4, SL.3.6, L.3.1, L.3.3, L.3.6
Session 6
W.3.3, RL3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.9, RL.3.10, RF.3.3, RF.3.4, SL.3.1SL.3.4, SL.3.6, L.3.1, L.3.3, L.3.6
Bend II Session 7
W.3.3, RL.3.1, RL.3.2, RL.3.3, RL.3.5, RL.3.6, RL.3.10, SL.3.1, SL.3.2, SL.3.4, SL.3.6, L.3.1, L.3.3, L.3.6
Session 8
W.3.3, RL.3.1, RL.3.2, RL.3.3, RL.3.5, RL.3.6, RL.3.10, SL.3.1, SL.3.6, L.3.1, L.3.3, L.3.6
Session 9
W.3.3, RL.3.1, RL.3.2, RL.3.3, RL.3.5, RL.3.6, RL.3.9, RL.3.10, SL.3.1, SL.3.4, SL.3.5, L.3.1, L.3.3, L.3.6
Session 10
W.3.3, RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.7, RL.3.10, SL.3.1, SL.3.2, SL.3.4, SL.3.6, L.3.1, L.3.3, L.3.4, L.3.6
Session 11
W.3.3, RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.10, SL.3.1, SL.3.2, SL.3.4, SL.3.6, L.3.1, L.3.3, L.3.6
Session 12
W.3.3, RL.3.1, RL.3.2, RL.3.3, RL.3.5, RL.3.6, RL.3.10, SL.3.1, SL.3.2, SL.3.4, SL.3.6, L.3.1, L.3.3, L.3.6
Session 13
W.3.3, RL.3.1, RL.3.2, RL.3.3, RL.3.5, RL.3.6, RL.3.9, RL.3.10, SL.3.1, SL.3.2, SL.3.4, SL.3.6, L.3.1, L.3.3, L.3.4, L.3.6
Session 14
W.3.3, RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.10, SL.3.1, SL.3.2, SL.3.4, SL.3.6, L.3.1, L.3.3, L.3.6
Bend III Session 15
W.3.3, RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.6, RL.3.9, RL.3.10, SL.3.1, SL.3.2, SL.3.4, SL.3.6, L.3.1, L.3.3, L.3.4, L.3.5, L.3.6
Session 16
W.3.3, RL.3.1, RL.3.2, RL.3.3, RL.3.9, RL.3.10, SL.3.1, SL.3.4, SL.3.6, L.3.1, L.3.3, L.3.6
Session 17
W.3.3, RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.9, RL.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6, L.3.1, L.3.3, L.3.6
Session 18
W.3.3, RL.3.1, RL.3.2, RL.3.3, RL.3.5, RL.3.9, RL.3.10, SL.3.1, SL.3.4, SL.3.6, L.3.1, L.3.3, L.3.6
Session 19
W.3.3, RL.3.1, RL.3.2, RL.3.3, RL.3.9, RL.3.10, SL.3.1, SL.3.4, SL.3.6, L.3.1, L.3.3, L.3.6

Other standards covered: **8.1, 9.2.4.A.4**

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Bend I: Getting to Know a Character as a Friend Session 1: Readers Notice How a New Character Talks and Acts Session 2: From Observations to Ideas: Readers Think, "What Is My Character Like?" Session 3: Noticing Patterns, Seeing More: Growing Theories about a Character Session 4: Growing Bigger Theories about a Character: Asking Why Session 5: Using Theories about Characters to Predict Session 6: Taking Stock and Self Assessing	Pre-Unit Assessment Character Studies Book p. 2 Online Resources Tool Session 1 Character Studies Session 1 pgs. 4- 11 *Because of Winn-Dixie* by Kate DiCamillo Session 2 Character Studies Session 2 pgs. 12-21 *Because of Winn-Dixie* by Kate DiCamillo Session 3 Character Studies Session 3 pgs. 23-33 *Because of Winn-Dixie* by Kate DiCamillo Session 4 Character Studies Session 4 pgs. 34-42 *Because of Winn-Dixie* by Kate DiCamillo Session 5 Character Studies Session 5 pgs. 43-51 *Because of Winn-Dixie* by Kate DiCamillo	Pre-Unit Assessment "The Bully and the Can Queen" Online Resources Tool Session 1 *Because of Winn-Dixie* by Kate DiCamillo Pocket folders for each student with: Reading Logs Post-its Readers Notebooks Chart "Getting to Know a Character" Session 2 *Because of Winn-Dixie* by Kate DiCamillo pgs. 24-25 Independent reading books Reading Logs	● Smart Board Applications ● Google Applications

Bend II: Following a Character's Journey Session 7: Stories Are Shaped Like a Mountain: Readers Watch Character Go Up and Down Session 8: Readers Expect Characters to Face and React to Trouble Session 9: Readers Notice the Roles Secondary Characters Play in the Main Character's Journey Session 10: Noticing the Roles Illustrations PLay in a Story Session 11: Readers Pay Close Attention to the Climax of the Story, Noticing How the Main Character is Tested Session 12: Readers Notice How a Character Resolves Big Trouble Session 13: Readers Learn Lessons alongside their Characters Session 14: Lingering with a Story after It's Done: Looking Back to Analyze Author's Craft Bend III: Comparing and Contrasting Characters Across Books	Session 6 Character Studies Session 6 pgs. 52-56 *Because of Winn-Dixie* by Kate DiCamillo Session 7 Character Studies Session 7 pgs. 58-68 *Because of Winn-Dixie* by Kate DiCamillo Session 8 Character Studies Session 8 pgs. 69-77 *Because of Winn-Dixie* by Kate DiCamillo Session 9 Character Studies Session 9 pgs. 78-86 *Because of Winn-Dixie* by Kate DiCamillo Session 10 Character Studies Session 10 pgs. 87-94 *Because of Winn-Dixie* by Kate DiCamillo Online Resources Session 11 Character Studies Session 11 pgs. 95-103 *Because of Winn-Dixie* by Kate DiCamillo Session 12 Character Studies Session 12 pgs. 104-108 *Because of Winn-Dixie* by Kate DiCamillo Online Resources	Post-its Readers Notebooks Character traits charts Chart "Getting to Know a Character" Session 3 *Because of Winn-Dixie* by Kate DiCamillo Chart paper and markers Independent reading books Post-its Pens Chart "Getting to Know a Character" Reading Logs "Fluency" strand for Narrative Reading Learning Progression Session 4 *Because of Winn-Dixie* by Kate DiCamillo Independent reading books Post-Its, markers Chart- "Getting to Know a Character" Chart- "Writing Long about a Theory"	

Session 15: Comparing Characters: Noticing Similarities and Differences Session 16: Readers Compare the Problems Characters Face and Their Reactions Session 17: Readers Ask, "What Makes You Say That?": Engaging in Text-Based Mini-Arguments about Characters Session 18: Comparing and Contrasting the Lessons Characters Learn Session 19: Celebration	Session 13 Character Studies Session 13 pgs. 109-118 *Because of Winn-Dixie* by Kate DiCamillo Online Resources Session 14 Character Studies Session 14 pgs. 119-128 *Because of Winn-Dixie* by Kate DiCamillo Online Resources Session 15 Character Studies Session 15 pgs. 130-138 *Make Way for Dyamonde Daniel* by Nikki Grimes Online Resources Session 16 Character Studies Session 16 pgs. 139-147 *Make Way for Dyamonde Daniel* by Nikki Grimes Online Resources Session 17 Character Studies Session 17 pgs. 148-158 *Make Way for Dyamonde Daniel* by Nikki Grimes	Session 5 *Because of Winn-Dixie* by Kate DiCamillo Reading logs Chart "Getting to Know a Character" "Envisioning/Predicting" strand of the Narrative Reading Learning Progression Session 6 *Because of Winn-Dixie* by Kate DiCamillo Reading logs Checklists Chart "Getting to Know a Character" Session 7 *Because of Winn-Dixie* by Kate DiCamillo Book bins with themed books Chart paper and markers *Peter's Chair* by Ezra Jack Keats Chart "Getting to Know a Character" Reader's Notebook	

		Online Resources	Session 8	
		Session 18 Character Studies Session 18 pgs. 159-169 *Make Way for Dyamonde Daniel* by Nikki Grimes Online Resources Session 19 Character Studies Session 19 pgs. 170-172 *Make Way for Dyamonde Daniel* by Nikki Grimes Online Resources	*Because of Winn-Dixie* by Kate DiCamillo Book Club Seating Chart Chart paper and markers Club Books Reader's Notebooks Chart "Following a Character Up and Down the Story Mountain" Chart paper to create book club norms Session 9 *Because of Winn-Dixie* by Kate DiCamillo Club books Chart paper and markers Chart "Following a Character Up and Down the Story Mountain" Post-its Pencil Reader's Notebook Session 10 *Because of Winn-Dixie* by Kate DiCamillo *Peter's Chair* *Stone Fox*	

		Story Mountain from Session 7	
		Session 11 *Because of Winn-Dixie* by Kate DiCamillo Story Mountain from Session 7 Chart "Following a Character Up and Down the Story Mountain" Chart "Getting to Know a Character" "Use the Story Mountain to Guide Your Reading" chart	
		Session 12 *Because of Winn-Dixie* by Kate DiCamillo Chart "Getting to Know a Character"	
		Session 13 *Because of Winn-Dixie* by Kate DiCamillo Chart "Getting to Know a Character" Post-its *Peter's Chair*	

		"Determining Themes/Cohesion" strand of the Narrative Reading Learning Progression Reader's Notebook Pencil Session 14 *Because of Winn-Dixie* by Kate DiCamillo Chart "Story Elements" Book Club books Quotes from read-aloud for sorting activity "Prompts to Support Thinking About Author's Craft" chart Copies of "Analyzing Parts of a Story in Relation to the Whole" strand of the Narrative Reading Learning Progression Session 15 *Make Way for Dyamonde Daniel* by Nikki Grimes Chart "Getting to Know a Character" Chart paper and markers	

		Chart "Comparing Characters the 'Go Together'" Sentence frame tool "Shades of Meaning" charts Session 16 *Make Way for Dyamonde Daniel* by Nikki Grimes Story Mountain Chart paper and markers Book Club books Chart "Comparing Characters the 'Go Together'" Chart "Getting to Know a Character" Session 17 *Make Way for Dyamonde Daniel* by Nikki Grimes Chart "Predictable Debate Questions" *Because of Winn-Dixie* pgs. 24-25 Reader's Notebook Chart "Comparing Characters the 'Go Together'"	

		Session 18 *Make Way for Dyamonde Daniel* by Nikki Grimes Because of Winn-Dixie pgs. 177-178 Chart "Comparing Characters the 'Go Together'" "Comparing and Contrasting Story Elements and Themes" and "Critical Reading" strands of the Narrative Reading Learning Progression Construction paper and markers "Determining Themes/Cohesion" strand of the Narrative Reading Learning Progression Session 19 *Make Way for Dyamonde Daniel* by Nikki Grimes Chart "Comparing Characters the 'Go Together'"	

Formative Assessment Plan	Summative Assessment Plan
Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards. **Suggested activities to assess student progress:** Pre-Unit Assessment Performance Assessment Teacher Conferences Reading Logs Reading Notebooks Think-Pair-Share Thumbs up / Thumbs down Peer Evaluation Writing About Reading Annotated Writing	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.* **Final Assessment/Benchmark/Project:** Fountas and Pinnell Benchmark Running Record MAP testing **Suggested skills to be assessed:** *Nonfiction Text Features* *Reading Comprehension*

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
● **RTI** ● **Modify and accommodate as listed**	● **RTI** ● **Speech/Language Therapy** ● **Rosetta Stone**	● **RTI Tiered Interventions following RTI framework** ● **Support instruction**	● **Organize the curriculum to include more elaborate,**

in student's IEP or 504 plan ● Utilize effective amount of wait time ● Hold high expectations ● Communicate directions clearly and concisely and repeat, reword, modify as necessary. ● Utilize open-ended questioning techniques ● Utilize scaffolding to support instruction. ● Chunk tasks into smaller components ● Provide step by step instructions ● Model and use visuals as often as possible ● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. ● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. ● Utilize a variety of	● Hold high expectations ● Provide English/Spanish Dictionary for use ● Place with Spanish speaking teacher/paraprofessional as available ● Learn/Utilize/Display some words in the students' native language ● Invite student to after school tutoring sessions ● Basic Skills Instruction ● Utilize formative assessments to drive instruction ● Translate printed communications for parents in native language ● Hold conferences with translator present ● Utilize additional NJDOE resources/recommendations ● Review Special Education listing for additional recommendations	with RTI intervention resources ● Provide after school tutoring services ● Basic Skills Instruction ● Hold high expectations ● Utilize Go Math! RTI strategies ● Fountas and Pinnell Phonics ● Hold parent conferences fall and spring ● Make modifications to instructional plans based on I and RS Plan. ● Develop a record system to encourage good behavior and completion of work. ● Establish a consistent and daily routine.	complex, and in-depth study of major ideas and problems through Compacting. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. ● Encourage exposure to, selection and use of appropriate and specialized resources. ● Promote self-initiated and self-directed learning and growth. ● Provide for the development of self-understanding of

formative assessments to drive next point of instruction/differentiated instructional practices. ● **Create rubrics/allow students to assist with task, so that all are aware of expectations.** ● **Create modified assessments.** ● **Allow students to utilize online books, when available, to listen to oral recorded reading.** ● **Provide individualized assistance as necessary.** ● **Allow for group work (strategically selected) and collaboration as necessary.** ● **Utilize homework recorder within SIS.** ● **Allow for copies of notes to be shared out.** ● **Utilize assistive technology as appropriate.** ● **Provide meaningful feedback and utilize teachable moments.**	● **Establish a consistent and daily routine**		one's relationships with people, societal institutions, nature and culture. ● **Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).**

● **Utilize graphic organizers** ● **Introduce/review study skills** ● **Provide reading material at or slightly above students' reading levels.** ● **Utilize manipulatives as necessary.** ● **Establish a consistent and daily routine**			

Quinton Township School District
English Language Arts Literacy-Reading
Grade 3

Pacing Chart/Curriculum MAP

Marking Period:	4	**Unit Title:**	Research Clubs: Elephants, Penguins, and Frogs, Oh My!	**Pacing:**	45 Days

Unit Summary: Students will develop discussion about texts within small groups. Students will also demonstrate comprehension through discussion and track a character's development throughout the books within a series.

Objectives:
SWBAT read and respond to a short story
SWBAT organize their resources on a nonfiction topic and skim tables of contents and illustrations.
SWBAT identify subtopics with their topic and synthesize the information.
SWBAT assess their reading progress
SWBAT use the subject's technical vocabulary to become experts.
SWBAT pursue collaborative inquiries with commitment and enthusiasm like digging for treasure.
SWBAT develop ideas by paying attention to the traits, motivations, and struggles of their nonfiction subject.
SWBAT ask questions like researchers.
SWBAT plan a new topic using all they know about reading and research strategies.
SWBAT read with fluency and volume by using an explaining voice.
SWBAT recognize the structure of texts they read and organized their notes by the same structures of text.
SWBAT recognize when authors use a compare-and-contrast structure in their nonfiction texts.
SWBAT recognize when authors use a cause-and-effect structure in their nonfiction texts.
SWBAT read closely and think deeply about why the author made those choices.

SWBAT develop expertise about a topic by thinking about patterns and relationships.
SWBAT ask questions and form theories about their subject, then make plans to read further to test those theories.
SWBAT purse questions from nonfiction texts and focus on the process, "What should I do next?"
SWBAT develop evidence-based theories by asking, "What does the evidence suggest?"
SWBAT develop more evidence-based theories by researching big-picture concepts.
SWBAT apply the knowledge readers develop through their research.
SWBAT apply the knowledge readers develop through their research and find solutions to real-world problems.

Essential Questions:
- How can you read to research?
- What strategies can readers rely on to make sense of complex vocabulary used by authors of nonfiction texts?
- How can readers obtain and apply knowledge from a variety of sources to discover as much as they can about a topic?
- In what ways will research of a topic allow a reader to develop a unique perspective from the author?

Common Core State Standards/Learning Targets:
Bend I Session 1
W.3.2, W.3.4, W.3.7, W.3.8, RF.3.3, RF.3.4, RL.3.1, RL.3.2, RL.3.3, RL.3.5, RL.3.7, RL.3.10, SL.3.1, SL.3.4, L.3.3
Session 2
W.3.2, W.3.7, W.3.8, W.3.10, RL.3.1, RL.3.2, RL.3.3, RL.3.5, RL.3.7, RL.3.9, RL.3.10, SL.3.1, L.3.1, L.3.2, L.3.3, L.3.6
Session 3
W.3.2, W.3.7, W.3.8, W.3.10, RL.3.1, RL.3.2, RL.3.3, RL.3.5, RL.3.7, RL.3.9, RL.3.10, SL.3.1, SL.3.6, L.3.1, L.3.2, L.3.3, L.3.6
Session 4
W.3.2, W.3.7, W.3.8, RL.3.1, RL.3.2, RL.3.3, RL3.4, RL.3.5, RL.3.7, RL.3.9, SL.3.1, SL.3.4, L.3.1, L.3.4, L.3.5, L.3.6
Session 5
W.3.2, W.3.7, W.3.8, RL.3.1, RL.3.2, RL.3.3, RL.3.5, SL.3.1, SL.3.4, SL.3.6, L.3.1, L.3.2, L.3.3, L.3.6
Session 6
W.3.2, W.3.4, W.3.7, W.3.8, W.3.10, RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.6, SL.3.1, SL.3.2, SL.3.3, SL.3.6, L.3.1, L.3.2, L.3.3, L.3.6
Bend II Session 7
W.3.2, W.3.7, W.3.8, RL.3.1, RL.3.2, RL.3.6, RL.3.8, RL.3.9, RL.3.10, SL.3.1, SL.3.2, SL.3.6, L.3.3, L.3.6

Session 8
W.3.2, W.3.7, W.3.8, RL.3.1, RL.3.2, RL.3.6, RL.3.8, RL.3.9, RL.3.10, SL.3.1, SL.3.2, SL.3.6, L.3.3, L.3.6
Session 9
W.3.2, RF.3.3, RF.3.4, RL.3.1, RL.3.2, RL.3.3, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6, L.3.3, L.3.6
Session 10
W.3.2, W.3.7, W.3.8, RL.3.1, RL.3.2, RL.3.5, RL.3.7, RL.3.8, SL.3.1, L.3.1, L.3.3, L.3.6
Session 11
W.3.2, W.3.7, W.3.8, RL.3.1, RL.3.2, RL.3.3, RL.3.8, RL.3.9, SL.3.1, SL.3.2, SL.3.3, L.3.1, L.3.2, L.3.3, L.3.6
Session 12
W.3.2, W.3.7, W.3.8, RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.8, RL.3.9, SL.3.1, L.3.1, L.3.2, L.3.3, L.3.4, L.3.6
Bend III Session 13
W.3.2, W.3.7, W.3.8, RL.3.1, RL.3.2, RL.3.3, RL.3.9, RL.3.10, SL.3.1, SL.3.3, L.3.3, L.3.6
Session 14
W.3.2, W.3.7, W.3.8, RL.3.1, RL.3.2, RL.3.3, RL.3.5, RL.3.8, RL.3.9, RL3.10, SL.3.1, SL.3.3, L.3.3, L.3.4, L.3.6
Session 15
W.3.2, W.3.5, W.3.7, W.3.8, RL.3.1, RL.3.2, RL.3.3, RL3.4, RL.3.5, RL.3.7, RL.3.8, RL.3.9, RF.3.3, RF.3.4, SL.3.1, SL.3.6, L.3.3, L.3.6
Session 16
W.3.2, W.3.7, W.3.8, RL.3.1, RL.3.2, RL.3.3, SL.3.1, L.3.3
Session 17
W.3.2, W.3.7, W.3.8, RL.3.1, RL.3.2, RL.3.3, RL.3.6, RL.3.8, RL.3.9 SL.3.1, SL.3.2, L.3.3
Session 18
W.3.2, W.3.7, W.3.8, RL.3.1, RL.3.2, RL.3.3, RL.3.4, SL.3.1, SL.3.3, L.3.3, L.3.4, L.3.6
Session 19
W.3.2, W.3.5, W.3.6, W.3.7, W.3.8, RL.3.1, RL.3.2, RL.3.3, SL.3.1, SL.3.6, L.3.3

Other standards covered: **8.1, 3-LS2-1, 3-LS2-2, 9.2.4.A.4**

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion

Bend I: Researching a Topic Session 1: Revving Up for a Research Project Session 2: Cross-text Synthesis Session 3: Using the Lingo for Experts Session 4: Zeal Matters: Pursuing Collaborative Inquires with Commitment Session 5: Growing Ideas about Nonfiction Session 6: Researchers Ask Questions Bend II: A Second Cycle of Research Session 7: Planning a Second Study Session 8: Reading with Volume and Fluency Session 9: Readers Notice Text Structure and Use Them to Organize Their Learning Session 10: Compare and Contrast Session 11: Cause and Effect	Pre-Unit Assessment Research Clubs: Elephants, Penguins, and Frogs, Oh My! Pg. 2 Online Resources Session 1 Research Clubs: Elephants, Penguins, and Frogs, Oh My! Session 1 pgs. 3-10 *The Penguin* by Beatrice Fontanel Session 2 Research Clubs: Elephants, Penguins, and Frogs, Oh My! Session 2 pgs. 11-18 *The Penguin* by Beatrice Fontanel Online Resources Session 3 Research Clubs: Elephants, Penguins, and Frogs, Oh My! Session 3 pgs. 21-29 Online Resources Session 4 Research Clubs: Elephants, Penguins, and Frogs, Oh My! Session 4 pgs. 30-37 *The Whispering Land* by Gerald Durrell Online Resources Session 5	Pre-Unit Assessment "Guide Dog Training" and "Getting Ready to Bring Home a Dog" Session 1 Leveled texts on animals Book bins *The Penguin* by Beatrice Fontanel Chart paper and markers Chart "To Research . . ." "To Learn from Expository Texts" chart Session 2 *The Penguin* by Beatrice Fontanel Chart "To Research . . ." Tape, sentences strips, envelopes, Post-its "Synthesizing Information in Conversation" chart Session 3 *The Penguin* by Beatrice Fontanel Chart "To Research . . ."	● Smart Board Applications ● Google Applications

Session 12: Reading Closely, Thinking Deeply Bend III: Synthesizing, Comparing and Contrasting Session 13: Experts Widen Their Field of Focus and See Patterns Session 14: Asking Questions, Growing Big Ideas Session 15: Pursuing Questions Session 16: Developing Evidence-Based Theories Session 17: Adding to Theories by Researching Big-Picture Concepts Session 18: Learning to Apply the Knowledge Readers Develop through Their Research Session 19: Find Solutions to Real-World Problems: Celebration	Research Clubs: Elephants, Penguins, and Frogs, Oh My! Session 5 pgs. 38-46 Session 6 Research Clubs: Elephants, Penguins, and Frogs, Oh My! Session 6 pgs. 47-50 Online Resources Session 7 Research Clubs: Elephants, Penguins, and Frogs, Oh My! Session 7 pgs. 52-59 *Frogs!* By Elizabeth Carney Online Resources Session 8 Research Clubs: Elephants, Penguins, and Frogs, Oh My! Session 8 pgs. 60-67 Online Resources Session 9 Research Clubs: Elephants, Penguins, and Frogs, Oh My! Session 9 pgs. 68-76 *Frogs and Toads* by Bobbie Kalman Online Resources Session 10 Research Clubs: Elephants, Penguins, and Frogs, Oh My! Session 10 pgs. 77-86 Online Resources Session 11	Chart paper and markers "Word Bank for Penguin Topic" list "Word Work" and "Main Idea(s)" and "Supporting Details/Summary" strands of the Informational Reading Learning Progression Session 4 "I Whistle a Happy Tune" song online *The Whispering Land* by Gerald Durrell Session 5 *The Whispering Land* by Gerald Durrell Chart "To Research . . ." Chart "Subtopics" "Critical Reading" strand from the Informational Reading Learning Progression Chart "Talking and Thinking in Response to Our Texts" Session 6	

	Research Clubs: Elephants, Penguins, and Frogs, Oh My! Session 11 pgs. 87-95 *"Frogs and Toads* by Bobbie Kalman *Penguin*s by Lucia Raatma *The Penguin* by Beatrice Fontanel Online Resources Session 12 Research Clubs: Elephants, Penguins, and Frogs, Oh My! Session 12 pgs. 96-104 Online Resources Session 13 Research Clubs: Elephants, Penguins, and Frogs, Oh My! Session 13 pgs. 106-114 *"Frogs and Toads* by Bobbie Kalman *Penguins* by Bobbie Kalman Online Resources Session 14 Research Clubs: Elephants, Penguins, and Frogs, Oh My! Session 14 pgs. 115-123 *"Frogs and Toads* by Bobbie Kalman and *Penguins* by Bobbie Kalman *Life Cycle of a Frog* Online Resources	"Critical Reading" strand of the Learning Progression *The Penguin* by Beatrice Fontanel Session 7 *Frogs!* By Elizabeth Carney Chart "To Research…" Bins of nonfiction books on animals "Orienting" strand of the Informational Reading Learning Progression Session 8 Video clip "The Trials of a Tadpole" from National Geographic Chart "Narrators of Nonfiction Use Their Voices…" "Fluency" strand from the Informational Reading Learning Progression Session 9	

| | Session 15
Research Clubs: Elephants, Penguins, and Frogs, Oh My!
Session 15 pgs. 124-126
Online Resources

Session 16
Research Clubs: Elephants, Penguins, and Frogs, Oh My!
Session 16 pgs. 127-134
Online Resources

Session 17
Research Clubs: Elephants, Penguins, and Frogs, Oh My!
Session 17 pgs. 135-143
*Giraffe*s by Emilie U. Lepthien
Online Resources

Session 18
Research Clubs: Elephants, Penguins, and Frogs, Oh My!
Session 18 pgs. 144-153
Online Resources

Session 19
Research Clubs: Elephants, Penguins, and Frogs, Oh My!
Session 19 pgs. 154-157
Online Resources | Notes from book read organized in boxes-and-bullets structure
Chart "Researchers Take Notes that Follow the Structure of Their Texts"
Sections "The Cycle of Life" and "Deadly Colors" from *Frogs and Toads* by Bobbie Kalman
Chart "To Research…"<br>"Main Idea(s) and Supporting Details/Summary" strand from the Informational Reading Learning Progression
Chart paper and markers

Session 10
"Frogs and Toads: Similar but Different" enlarged text
Chart "Researchers Take Notes that Follow the Structure of Their Text"
Post-its
Book Bins
White boards and markers | |

		Chart "Compare-and-Contrast Sentence Stems" "Cross Text(s) Synthesis" and "Comparing and Contrasting" strands of the Informational Reading Learning Progression Nonfiction texts

Session 11 Chart "Researchers Take Notes that Follow the Structure of Their Text" "No More Golden Toads!" excerpt from *"Frogs and Toads* by Bobbie Kalman "Inferring Within Text" and "Word Work" strands of the Informational Reading Learning Progression Excerpts from "Today and Tomorrow" in *Penguin*s by Lucia Raatma and "Giant Chicks" in *The Penguin* by Beatrice Fontanel | |

		Session 12 *"Frogs and Toads* by Bobbie Kalman Chart "To Research…" Paper and pen Chart "Synthesizing Information in Conversation" "Comparing and Contrasting" and "Analyzing Author's Craft" strands of the Informational Reading Learning Progression Session 13 Nonfiction text in book bins *"Frogs and Toads* by Bobbie Kalman *Penguins* by Bobbie Kalman Chart paper and markers Clipboard Chart "Compare-and-Contrast Sentence Stems" Chart "To Research…" Chart "Researchers Take Notes that Follow the Structure of Their Text"	

		Checklists from charts for Reader's Notebooks Session 14 Chart "Questions lead to …" Excerpts from *"Frogs and Toads* by Bobbie Kalman and *Penguins* by Bobbie Kalman Chart paper Chart "To Grow Big Questions and Ideas in a Comparative Study, Readers Will …" Excerpts from "Growing Up" in *Penguins* and "Growing Legs" in The *Life Cycle of a Frog* Chart "To Research…" "Fluency" strand of the Informational Reading Learning Progression Session 15 Chart "Questions lead to …" Excerpts from *"Frogs and Toads* by Bobbie Kalman and *Penguins* by Bobbie Kalman	

		Chart "To Grow Big Questions and Ideas in a Comparative Study, Readers Will …" Session 16 Chart "To Research…" Reader's Notebooks "Critical Reading" strand from the Informational Reading Learning Progression Session 17 Nonfiction animal texts Text packets, pencils, and Reader's Notebooks Excerpt from "Long Legs" in *Giraffes* by Emilie U. Lepthien Session 18 List "Read-Life Problems that Animal Researchers Could Tackle" White boards and markers Chart paper and markers Chart "To Research Read-Life Problems"	

| | | "Critical Reading" strand from the Informational Reading Learning Progression

Session 19
List "Read-Life Problems that Animal Researchers Could Tackle"
Chart "To Research Read-Life Problems" | |
| --- | --- | --- | --- |

Formative Assessment Plan	Summative Assessment Plan
Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*
Suggested activities to assess student progress: Pre-Unit Assessment Performance Assessment Teacher Conferences Reading Logs Reading Notebooks Think-Pair-Share	**Final Assessment/Benchmark/Project:** Fountas and Pinnell Benchmark Running Record MAP testing **Suggested skills to be assessed:** *Nonfiction Text Features* *Reading Comprehension*

Thumbs up / Thumbs down Peer Evaluation Writing About Reading Annotated Writing	

Differentiation

Special Education	**ELL**	**At Risk**	**Gifted and Talented**
RTI **Modify and accommodate as listed in student's IEP or 504 plan** **Utilize effective amount of wait time** **Hold high expectations** **Communicate directions clearly and concisely and repeat, reword, modify as necessary.** **Utilize open-ended questioning techniques** **Utilize scaffolding to support instruction.**	**RTI** **Speech/Language Therapy** **Rosetta Stone** **Hold high expectations** **Provide English/Spanish Dictionary for use** **Place with Spanish speaking teacher/paraprofessional as available** **Learn/Utilize/Display some words in the students' native language** **Invite student to after school tutoring sessions** **Basic Skills Instruction**	**RTI Tiered Interventions following RTI framework** **Support instruction with RTI intervention resources** **Provide after school tutoring services** **Basic Skills Instruction** **Hold high expectations** **Utilize Go Math! RTI strategies** **Fountas and Pinnell Phonics** **Hold parent conferences fall and spring** **Make modifications to instructional plans**	**Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.** **Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.** **Enable students to**

• **Chunk tasks into smaller components** • **Provide step by step instructions** • **Model and use visuals as often as possible** • **Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.** • **Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.** • **Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.** • **Create rubrics/allow students to assist with task, so that all are aware of expectations.** • **Create modified assessments.** • **Allow students to utilize online books, when available, to listen to**	• **Utilize formative assessments to drive instruction** • **Translate printed communications for parents in native language** • **Hold conferences with translator present** • **Utilize additional NJDOE resources/recommendations** • **Review Special Education listing for additional recommendations** • **Establish a consistent and daily routine**	**based on I and RS Plan.** • **Develop a record system to encourage good behavior and completion of work.** • **Establish a consistent and daily routine.**	**explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.** • **Encourage exposure to, selection and use of appropriate and specialized resources.** • **Promote self-initiated and self-directed learning and growth.** • **Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.** • **Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).**

oral recorded reading. ● **Provide individualized assistance as necessary.** ● **Allow for group work (strategically selected) and collaboration as necessary.** ● **Utilize homework recorder within SIS.** ● **Allow for copies of notes to be shared out.** ● **Utilize assistive technology as appropriate.** ● **Provide meaningful feedback and utilize teachable moments.** ● **Utilize graphic organizers** ● **Introduce/review study skills** ● **Provide reading material at or slightly above students' reading levels.** ● **Utilize manipulatives as necessary.** ● **Establish a consistent and daily routine**			