

Neptune City School District
MULTILINGUAL LEARNER READING CURRICULUM GRADE 3

NEPTUNE CITY SCHOOL DISTRICT

MULTILINGUAL LEARNER READING CURRICULUM

Grade 3



NEPTUNE CITY SCHOOL DISTRICT
Office of the Chief School Administrator, Principal
210 West Sylvania Avenue
Neptune City, NJ 07753

The Neptune City School District is appreciative and proud to accept and align the curriculum of the Neptune Township School District to properly prepare the Neptune City students for successful integration into the Neptune Township High School Educational Program.

(Date of curriculum)

Document *

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CURRICULUM
GRADE 3

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SCHOOL DISTRICT MISSION STATEMENT

The Neptune City School District, in partnership with the parents and the community, will support and sustain an excellent system of learning, promote pride in diversity, and expect all students to achieve the New Jersey Student Learning Standards at all grade levels to become responsible and productive citizens.

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Acknowledgements

Neptune City School District is dedicated to preparing our students with the skills and knowledge necessary to be effective contributors and active participants of the 21st century. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to think critically and become effective communicators.

The curriculum writers recognize that students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. They must also learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. As a result, all curricula have been intentionally and coherently structured to develop rich content knowledge within and across grades.

It is with great pleasure that the NTSD acknowledges the contributions of the curriculum writers, Erin McBride, Lindsay McCue, Deborah Peniston, Felecia Smith-Louis and Elizabeth Stracher with the guidance of Lakeda Demery-Alston, Supervisor of Humanities and MLL/Bilingual and Sally A. Millaway, Ed.D, Director for Curriculum, Instruction, and Assessment. They have designed a curriculum that fosters and promotes critical thinking and effective communication. All curricula ensure that students are able to demonstrate independence, comprehend as well as critique, value evidence, respond to varying demands of audience, task, purpose and discipline, use technology and understand other perspectives and cultures. They are to be commended for their efforts and dedication in promoting the highest quality education for the students of Neptune.

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Educational Outcome Goals

The students in the Neptune City schools will become lifelong learners and will:

- Become fluent and critical readers, writers, speakers, listeners, and viewers who can comprehend, respond to, and produce across multiple modalities.
- Develop mathematical skills, understandings, and attitudes to apply to the types of problem-solving and mathematical discourse that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Demonstrate proficiency and responsibility in utilizing and producing technology in an ever-changing global society.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Become globally responsible citizens with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for their own and different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.
- Demonstrate skills in decision-making, goal-setting, self-compassion, empathy, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness, and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.
- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts, and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

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INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

- X Recognize one's own feelings and thoughts
- X Recognize the impact of one's feelings and thoughts on one's own behavior
- X Recognize one's personal traits, strengths and limitations
- X Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- X Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- X Recognize the skills needed to establish and achieve personal and educational goals
- X Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- X Recognize and identify the thoughts, feelings, and perspectives of others
- X Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- X Demonstrate an understanding of the need for mutual respect when viewpoints differ
- X Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

- X Develop, implement and model effective problem solving and critical thinking skills
- X Identify the consequences associated with one's action in order to make constructive choices
- X Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- X Establish and maintain healthy relationships
- X Utilize positive communication and social skills to interact effectively with others
- X Identify ways to resist inappropriate social pressure
- X Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- X Identify who, when, where, or how to seek help for oneself or others when needed

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About the Multilingual Learner Program/Curriculum:

Multilingual Learner Program

The Neptune Township Multilingual Learner Program is a developmental English language program that teaches oral comprehension, speaking, reading, and writing using second language teaching techniques. English Language Learners will develop both social and academic language skills in English. MLL/Bilingual instruction will be provided to students whose WIDA Screener and/or WIDA ACCESS 2.0 test scores fall below the proficiency level of 4.5 on the WIDA Proficiency Scale.

Program Entry and Exit Criteria

All new students registering in the district whose native language is other than English must be assessed for appropriate placement in either the general education program or the Multilingual Learner program. Neptune Township schools uses multiple indicators, as specified in code NJAC 6A: 15-1.3 (c) and 6A:15-1.10 (b) to determine which students need to be enrolled in the Multilingual Learner program and which students can function independently in a monolingual English classroom. These indicators are used for both identification of English language learners and for determining readiness to exit from the MLL services.

As recommended by the New Jersey Department of Education the following procedures are followed:

1. Identification of the student's first language and the family's use of the language from parental or guardian input on the home language survey that is completed during registration. Completion of a review of multiple measures via student records will be conducted if necessary.
2. English-language proficiency assessment by means of a New Jersey Department of Education approved test (WIDA Screener) in English is used to determine appropriate placement based on NJDOE established norms for each grade level.
3. Based on the above criteria, initial placement of the student in the MLL or Bilingual program is determined through the administration of the WIDA Screener. The MLL teacher uses these test results as they relate to the WIDA proficiency levels and Can Do Descriptors to determine program placement.
4. Students determined to be English Language Learners can then exit the program by scoring a 4.5 or higher on the WIDA ACCESS 2.0 test and a committee review.

Curriculum: Alignment to WIDA

The purpose of a Multilingual Learner curriculum is to provide a bridge for the students within the program to the general education curriculum thereby enabling them to participate in the educational mainstream classrooms. The students are learning the English language while at the same time learning the skills being taught in the mainstream classroom. The core content is the same with modifications, supports, and differentiation to enable every student the ability to learn. The crucial difference lies in the delivery of the lesson through the accommodations made in lesson planning, pacing, and presentation.

The Neptune Township Multilingual Learner curriculum is aligned to the WIDA English Language Development Standards (2020) and the philosophy behind the standards is woven into the curriculum. The WIDA English Language Development Standards (2020) are aligned to the New Jersey Student Learning Standards.

WIDA English Language Development Standards (2020) -

<https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf>
Methods and Techniques

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Using this curriculum as a guide, the MLL/Bilingual teacher, in the role of decision maker, selects

the specific method or technique best suited to achieve a particular objective. The teacher uses an eclectic combination of methods and techniques, drawing on his/her experience, knowledge, and resources of teaching and learning while responding to the language, academic, social and emotional needs of each student. The teacher must accommodate and modify the language proficiency levels of the students and adjust as the student's language proficiency changes throughout the school year. MLL/Bilingual teachers are sensitive to the academic and cultural backgrounds of each student, so that lessons and teaching methods are student centered and based on each student's individual language, academic, social, and emotional developmental needs.

Sheltered English Instruction

The Neptune Township MLL/Bilingual teachers use the teaching methods inspired by the SIOP Model. SIOP is an instructional framework in which teachers use effective instructional approaches, including cooperative learning and differentiated instruction, to support both content and English language instruction. SIOP is derived from Sheltered Instruction (SI), which is an approach for teaching grade level content to English learners in ways that make the content understandable to the student by meeting the student at their level. Teachers scaffold instruction to aid in student comprehension and understanding of content topics and objectives by adjusting their speech and instructional tasks. The SIOP approach enables students to access the necessary academic vocabulary and build background knowledge to meet the objectives of the mainstream class according to their language ability.

Accommodations and Modifications:

Below please find a list of suggestions for accommodations and modifications to meet the diverse

needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An accommodation changes HOW a student learns; the change needed does not alter the grade-level standard. A modification changes WHAT a student learns; the change alters the grade-level expectation.

Multilingual Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered

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- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words: <http://visual.merriamwebster.com/>.
- Use an online translator to assist students with pronunciation: http://www.reverso.net/text_translation.aspx?lang=EN.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - e.g. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

Students at Risk of Failure:

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- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to their proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, the group moves in a carousel to music. Group discusses topics and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc. to focus on particular elements.
- Think Pair Share Write

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- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWLH(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created: <http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

Instructional Strategies for Multilingual Learners - Grade 3

- ELL scaffolds include using pictures to accompany words, defining words in context, checking on student understanding of word meanings through questioning, and demonstrating and modeling followed by group practice.
- Provide directions orally and use diagrams or pictures to make directions comprehensible, have students repeat directions.
- Use graphic organizers.
- Create a vocabulary word wall, with pictures (if possible).
- Make vocabulary words with images available in a student created vocabulary notebook, vocabulary bank or ring.
- Select text complexity and tiered vocabulary according to Can Do Descriptors.
- Pre-teach or preview vocabulary, or present vocabulary thematically, when possible. It helps children make associations between words and scaffolds students' learning.
- Read-alouds that include explanations of targeted vocabulary can support word learning.
- Emphasize key words or critical information by highlighting.
- Use realia and manipulatives to introduce new concepts.
- Use verbal scaffolding by restating student responses to model correct English usage and grammar.
- Use choral repetition to provide oral language practice.
- Pair with peers who know the native language and can assist with translation.
- Allow students to respond in their own language when a peer translator is available.
- Allow projects to be completed with partners.
- Use Can Do Descriptors to scaffold language, alter materials and to adjust requirements.
- Modeling and repetition for oral language practice with words that are spelled the same but pronounced differently.
- Model and encourage the use of think-alouds to model critical thinking and to help with the understanding of concepts and procedures.
- Use visual displays and gestures to explain word meanings and directions.

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- Try to avoid jargon and idiomatic expressions as they can be confusing even with an explanation.
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Check for understanding with more frequency
- Teacher demonstrations, visual aids, and role play to introduce new terms.
- Use one-word signals and gestures.
- Use video clips to provide visual examples of concepts in content areas.
- Use number stories about familiar classroom items to reduce language demands.
- Role-play instructions of games and other activities as the instructions are read aloud.
- Have students role-play story problems.
- Help children understand the number story context by using visuals, gestures, and restatements.
- Use images, models, and real objects to make the number story more comprehensible.
- Use the same number story context for each problem to reduce vocabulary load.
- Use culturally relevant information to connect to the content of story problems.
- Use sentence frames to encourage academic conversations.
- Encourage students to use pictures, number models, and symbols when explaining their thinking.
- Provide a menu of written prompts to promote academic discussions in partnerships and as a way to rehearse sharing their strategies before the whole class discussion.
- Provide students with a checklist of the tools they can use to solve a problem.
- Allow students to nonverbally show their strategies on math graphs or manipulatives.
- Use show-me directions to assess children's understanding of terms and problem statements.

Note: Consider the Language Functions and Sample Language Features when planning lessons as they indicate desired outcomes. WIDA English Language Development Standards Framework, 2020 Edition Kindergarten - Grade 12

<https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf>

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| Unit Plan Title | Unit - Building a Reading Life (Book 1) |
| Suggested Time Frame | September / October |

| Overview / Rationale |
|---|
| <p>In this unit, teachers will pull out all the stops in an effort to help children build an even more powerful reading life. Teachers teach students that readers choose their relationship towards reading. After building a reading life, teachers will teach children that they have to understand the story. They will check their comprehension through envisioning, predicting, and retelling. Following the natural progression from building a reading life to deepening comprehension to dealing with difficulty, teachers will then teach students about grit. Teachers will teach students that inevitably things in their books will get hard to read, and they will need to respond with resilience and fortitude. This unit focuses on word-problem skills, teaching students different ways to figure out tricky words, and the use of textual clues.</p> |

| Stage 1 – Desired Results |
|---|
| <p>WIDA STANDARDS 2020: ELD-SI.K-3.Narrate</p> <ul style="list-style-type: none"> ● Share ideas about one’s own and others’ lived experiences and previous learning ● Connect stories with images and representations to add meaning ● Ask questions about what others have shared ● Recount and restate ideas ● Discuss how stories might end or next steps <p>ELD-LA.2-3.Narrate.Interpretive Interpret language arts narratives by</p> <ul style="list-style-type: none"> ● Identifying how character attributes and actions contribute to event sequences ● Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language <p>Established Goals:</p> <p>New Jersey Student Learning Standards - English Language Arts (2023) RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers. RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures). L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. A. Use sentence-level context as a clue to the meaning of a word or phrase. L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>New Jersey Student Learning Standards - English Language Arts 2016 RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> |

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

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

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

RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

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

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

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

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

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

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

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

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

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

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| Computer Science/Design Thinking Interdisciplinary Standards | |
| <p>Computing Science 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.</p> <p>Interdisciplinary Standards New Jersey Student Learning Standards for Social Studies (2020) 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society. 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose. 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country. 6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good. 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.</p> | |
| Career Readiness, Life Literacies, and Key Skills | |
| <p>9.2 Career Awareness, Exploration, Preparation, and Training Career Awareness and Planning: 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. 9.2.5.CAP.2: Identify how you might like to earn an income. 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.</p> | |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I establish positive reading routines in my life? • How can I solve difficult words? • How can I better understand what I read? | <p>Enduring Understandings: <i>Students will be able to understand:</i></p> <ul style="list-style-type: none"> • Readers need to establish routines to have positive reading experiences. • Reading is a shared activity that can be done with a partner or a group. • Readers need to develop skills to tackle challenging texts. |
| <p>Knowledge: <i>Students will know:</i></p> <ul style="list-style-type: none"> • Readers need to build a positive reading life to become successful readers. | <p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Establish positive reading routines. |

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| <ul style="list-style-type: none"> • Even if readers can easily decode words, they must understand what they have read. • Predictions not only tell what the reader may think will happen, but also include details about how those things might happen. | <ul style="list-style-type: none"> • Tackle challenging texts by using textual clues and decoding skills to figure out tricky words. • Retell stories. • Make high level predictions. |
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| Student Resources |
|--|
| <p>Rich selection of diverse books in multiple languages. Reading Log https://www.heinemann.com/jenniferserravallo/resources/assets/rsb-reading_log.pdf</p> |
| Teacher Resources |
| <p><i>Units of Study for Teaching Reading</i> (Grade 3) by Lucy Calkins</p> <ul style="list-style-type: none"> • Building a Reading Life (Book 1) <p>www.heinemann.com https://readingandwritingproject.org/</p> <p>Mentor Text: <i>Stone Fox</i> by John Reynolds Gardiner</p> <p>Can Do Descriptors: The WIDA Can Do Descriptors provide examples of what language learners can do at various stages of English language development in listening, speaking, reading and writing. The WIDA Can Do Descriptors, Key Uses Edition and the example descriptors are not exhaustive but are meant to help guide the planning and conversation around meaningful participation of language learners in standards-based content curriculum, instruction, and assessment.</p> <p>Can Do Descriptors Grades 2-3 Can Do Descriptors KE Y USES EDITION Grades 2-3 https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-2-3.pdf</p> <p>WIDA English Language Development Standards Framework, 2020 Edition</p> <p>WIDA English Language Development Standards Framework, 2020 Edition Kindergarten - Grade 12 https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf</p> <p>Go-TO Strategies for ELLs Go-TO Strategies for ELLs.pdf https://drive.google.com/file/d/1r8NFikl6YQHDJcoG7tewEoXsIKP79dk3/view</p> <p>Imagine Learning- https://www.imaginelearning.com/</p> <p>Units of Study for Teaching Reading (Grade 3) by Lucy Calkins, 2015, ISBN- 13: 978-0-325-07711-6</p> <ul style="list-style-type: none"> • Building a Reading Life (Book 1) - www.heinemann.com <p>Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers 2024 https://docs.google.com/document/d/1syUlwgFjgYQfXVnFKfHWKJGSg-OpvqGFnRgs-3Jt_gY/edit</p> <p>The Reading Strategies Book 2.0 by Jennifer Serravallo</p> <p>Reading Assessment Calendar: Copy of Grade 3 Reading Curriculum Assessment 2024 https://docs.google.com/document/d/1OiWcy_gu6MrAgNPuFm7Hj1dKOA_9BrGINdvc-KFaW8/edit</p> <p>NJSLA Practice Test- https://nj.mypearsonsupport.com/practice-tests/english/</p> <p>NJDOE NJSLA Constructed Response Rubric- GRADE 3 SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS https://nj.mypearsonsupport.com/resources/reporting/ELAWritingRubricsGrades3-HighSchool.pdf</p> |

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NJ DOE Digital Item Library NJ Digital Item Library - <https://nj.digitalitemlibrary.com/home>

Narrative Reading Learning Progression Rubric

Narrative Reading Learning Progression- Grades 2-4.pdf -

<https://drive.google.com/file/d/17V6uT2533SKX2O1xRpgUI9HARFALjDV7/view>

To access the following resource you must have an account. Please contact the Supervisor of Humanities and MLL/Bilingual K-12 for account information.

Raz-Plus- Raz-Plus - <https://www.raz-plus.com/>

Create a free account for the following resources:

Newsela- Newsela - <https://newsela.com/>

ReadWorks-ReadWorks - <https://www.readworks.org/>

Epic! Epic - <https://www.getepic.com/>

Common Lit - <https://www.commonlit.org/en/home> .

Indian Shoes Educator Guide- Indian Shoes Educator Guide

<https://cynthialeitchsmith.com/wp-content/uploads/2021/09/Indian-Shoes-Educator-Guide.pdf4>

RUOS_G3U1_ReplacementReadAloud_IndianShoes_PacingGuide.pdf

<https://drive.google.com/file/d/1vn1A1m9YPzOj7AfrooPMec0dzQs3vMMf/view>

Lesson adapted from- Lesson 1: Identifying the Theme of a Fable

<https://www.bhamcityschools.org/cms/lib/AL01001646/Centricity/Domain/131/Lesson%203%20Theme.pdf>

Aesop's Fables- Aesop's FABLES

https://freekidsbooks.org/wp-content/uploads/2019/12/Aesops_Fables_for_children-IllustratedFKB.pdf

NJSLA ELA Features Review <https://www.youtube.com/watch?v=d6Bwkskn4s>

Checkpoints for Reading Growth 7.17.17 Copy.pdf

<https://drive.google.com/file/d/1U2YAbpUIS747X1IT5e-rfm8FJBqbh1SG/view>

Neptune Township Board of Education Approved Technology List:

<https://www.educationframework.com/Districts/main.aspx?districtid=30623>

Copy of Interactive/Instructional Read Aloud March 2023

https://docs.google.com/presentation/d/1_HdEZR4MgTw11PSDO4anS6I9KRHTvrXmQTy57O1MmI/edit#slide=id.p

Structure of A Guided Reading Lesson .pdf from The Fountas and Pinnell Literacy Continuum, Pinnell and Fountas (2017). pg. 402

<https://drive.google.com/file/d/1bE6uSmU7ZXJzpElwyg--LfN2Yx2znSmp/view>

Copy of F&P Guided Reading Template

https://docs.google.com/document/d/1ZR4KGBp6EDK1JBHnQTRschDyo7kvSl64_rHVwxV64bM/edit

Mentor Text:

Indian Shoes by Cynthia Leitch Smith

Note about the Title of the book: Please address the term Indian in the title. It is not used in a derogatory or an offensive way. From the National Museum of the American Indian

Smithsonian-American Indian, Indian, Native American, or Native are acceptable and often used interchangeably in the United States; however, Native Peoples often have individual preferences on how they would like to be addressed. The Impact of Words and Tips for Using Appropriate

Terminology | Helpful Handout Educator Resource -

<https://americanindian.si.edu/nk360/informational/impact-words-tips>

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Stage 2 – Assessment Evidence

Pre-Assessments:

- Performance Assessment - “Abby Takes Her Shot”
- Pre-Assessment-DRA fall assessment
- Pre-Assessment-ELA Form A Benchmark - LinkIt!
- Pre-Assessment-STAR fall assessment (Librarians administer)

Formative Assessments:

- Reading Engagement Survey
- Reading Engagement Inventory
- Conference notes
- Small group work notes
- Running Records

Summative Assessments:

- Performance Assessment - “The Yard Sale”
- CommonLit- “The Challenge Game” by Elizabeth Pagel-Hogan (Lexile 520) The Challenge Game by Elizabeth Pagel-Hogan | CommonLit
<https://www.commonlit.org/en/texts/the-challenge-game>
- <https://www.commonlit.org/en/texts/the-challenge-game> This should be done online so students can practice testing online in preparation for the NJSLA administration in the spring. (Time approximately 1 Reading Block)
- Grade 3 Unit 1 LinkIt! Performance Assessment - “The Yard Sale” Questions 1-3
- New Jersey Student Learning Assessment (NJSLA) Test Prep (Summative Assessment)-Students read the story Johnny Chuck Finds the Best Thing in the World and answer questions 1-2. This should be done online so students are familiar with the format for the NJSLA administration in the spring. (Time- Approximately 50 minutes)
 NJSLA Practice Test- Assessment Johnny Chuck Finds the Best Thing in the World (p.4-8, questions 1-2)
- https://nj.mypearsonsupport.com/resources/Practice-Tests/ela/PaperPracticeTests/PC200303-001_G3ELATBAB_Pr.pdf
- Review Test Taking Features with Students Prior to giving the assessment.
 NJSLA ELA Features Review <https://www.youtube.com/watch?v=d6Bwksknb4s>
- This example is for Grade 4 but appropriate for all tested grade levels.
- Processing strategies are in the Test Prep-Test Taking Strategies Unit. Please review.

Stage 3 – Learning Plan

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Multilingual Learner Reading Comprehension Strategies:

Reading Comprehension Strategies for English Language Learners | Colorín Colorado -

<https://www.colorincolorado.org/article/reading-comprehension-strategies-english-language-learners>

Build background knowledge- Draw on students' existing knowledge- Students may already possess content knowledge that they cannot yet demonstrate in English. Look for opportunities to make associations between students' experiences and new content. Allow students to use their native language with peers for a quick brainstorm about what they know about a topic before presenting their ideas to the whole class.

Build students' background knowledge- Students with limited or interrupted schooling may not have that same level of knowledge as their peers, especially when it comes to historical or cultural topics. When starting a new lesson, look for references that may need to be explicitly explained.

Take students on a "tour of the text"- At the beginning of the year and each time you hand out a new textbook, take students on a "virtual tour." Show them different elements of the text, such as the table of contents and the glossary, and discuss how these sections can be helpful. Explain how the text is organized, pointing out bold print, chapter headings, and chapter summaries. Once students learn how to recognize these elements, they will be able to preview the text independently.

Remember that, students need to know how to use a tool in order for it to be useful.

Use a "picture-walk"- This strategy can be used for fiction or non-fiction books. "Walk through" the book with the students, pointing out pictures, illustrations, and other graphic elements. Ask them what they notice about the pictures and how they think those details may be related to the story or content.

Use outlines to scaffold comprehension- Provide a brief, simple outline of a reading assignment or an oral discussion in advance of a new lesson. This will help multilingual learners pick out the important information as they listen or read.

Teach Vocabulary Explicitly

Teach vocabulary explicitly- Focus on key vocabulary- Choose vocabulary that your students need to know in order to support their reading development and content-area learning. Provide student-friendly definitions for key vocabulary.

Include signal and directional words- Remember that students may also need explicit instruction in signal or directional words ("because" and "explain"), in addition to key content vocabulary ("photosynthesis" and "revolution").

Use a "picture-walk" for vocabulary- Once students know a new word's definition, ask them to connect those new words to the pictures they see in the text.

Teach students to actively engage with vocabulary- Teach students to underline, highlight, make notes, and list unknown vocabulary words as they read.

Give student practice with new words-Ensure that your students can:

Define a word

Recognize when to use that word

Understand multiple meanings (such as the word "party")

Decode and spell that word

Incorporate new words into discussions and activities For students to really know a word, they must use it — or they will lose it. Use new words in class

discussions or outside of class in other contexts if appropriate, such as on field trips. Give the students as many opportunities to use and master the new vocabulary as possible.

Check comprehension frequently Use informal comprehension checks -To test students' ability to sequence material, for example, print

sentences from a section of the text on paper strips, mix the strips, and have students put them in order.

Test comprehension with student-friendly questions- After reading, test students' comprehension with carefully crafted questions, using simple sentences and key vocabulary from the text. These questions

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can be at the:

- Literal level (Why do the leaves turn red and yellow in the fall?)
- Interpretive level (Why do you think it needs water?)
- Applied level (How much water are you going to give it? Why?)

No matter what the proficiency level of the student, ask questions that require higher-level thinking

To probe for true comprehension, ask questions that require students to analyze, interpret, or explain what they have read, such as:

- What ideas can you add to...?
- Do you agree? Why or why not?
- What might happen if...?
- How do you think she felt...?
- Use graphic organizers

Graphic organizers allow multilingual learners to organize information and ideas efficiently without using a lot of language. Different types include Venn diagrams, K-W-L charts, story maps, cause-and-effect charts, and timelines.

Provide students lots of different ways to "show what they know"- Drawings, graphs, oral interviews, posters, and portfolios are just a few ways that students can demonstrate understanding as they are beginning to develop their reading and writing skills in English.

Summarize

Ask students to use the following strategies to summarize what they have read (orally or in writing):

- Retell what you read, but keep it short.
- Include only important information.
- Leave out less important details.
- Use key words from the text.

Instructional Guidance:

Reading Assessment Calendar: Copy of Grade 3 Reading Curriculum Assessment 2024

https://docs.google.com/document/d/1OiWcy_gu6MrAgNPuFm7Hj1dKOA_9BrtGINdvc-KFaW8/edit

Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers 2024

https://docs.google.com/document/d/1syUlWqFjgYQfXVnFKfHWKJGSg-OpvqGFnRgs-3Jt_gY/edit

Guided Reading Groups are conducted every day (10-15 minutes per group).

- Use data to group students. Choose an instructional level text and increase the level as students become proficient readers. Please see the Checkpoints for Reading Growth Expectations document- Checkpoints for Reading Growth 7.17.17 Copy.pdf -

<https://drive.google.com/file/d/1U2YAAbpUls747X11T5e-rfm8FJBqbh1SG/view>

Choose instructional level text that is appropriate for the genre of study.

- For more information on the Structure of a Guided Reading Lesson: See Structure of A Guided Reading Lesson .pdf from The Fountas and Pinnell Literacy Continuum, Grades Pre-K-8, Pinnell and Fountas (2017). pg. 402 -

<https://drive.google.com/file/d/1bE6uSmU7ZXJzpElwyg--LfN2Yx2znSmp/view>

- Guided Reading Lesson Plan Template- Copy of F&P Guided Reading Template Guidance for how to teach the added lessons using The Reading Strategies Book 2.0 by Jennifer Serravallo. How to Use The Reading Strategies Book 2.0 for Whole Group Lessons

https://docs.google.com/document/d/1uJXKiHi0brpXbNb3z2FH5zNVKYhVDvi57HtKsMrX_HU/edit?usp=s_haring

Getting Ready: Please read the Getting Ready section pg. viii-xvi prior to teaching this unit.

As always, please preview the resources, as well as any web-based resources accompanying online materials, before giving them to your students to make sure they are best-suited for your particular class.

Important Note: Use grade level (or slightly above grade level) text as your teaching resource when choosing additional text from the Board of Education approved resources. Please review the

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“Checkpoints” document to ensure the appropriate level text is being used.

Checkpoints for Reading Growth 7.17.17 Copy.pdf -

<https://drive.google.com/file/d/1U2YAbpUIS747X1IT5e-rfm8FJBqbh1SG/view>

Neptune City Board of Education Approved Technology List:

<https://www.educationframework.com/Districts/main.aspx?districtid=30623>

Interactive/ Instructional Read Aloud- 15 Minutes Daily

Teachers will conduct an Instructional/Interactive Read Aloud every day for 10-15 minutes. During the interactive/instructional read-aloud, the teacher reads aloud a selected text to children, occasionally pausing for conversation. The instruction (stopping points) is organized for highly intentional teaching. The texts are on or beyond the instructional reading level for a particular grade. The text-based discussion and strategies help children to construct meaning.

Structure of an Interactive/Instructional Read- Aloud Lesson

- Introduce the Text -Engage student interest and activate thinking.
- Read the Text- Stop a few times to invite thinking and a brief conversation. Students may turn and talk in pairs or threes, etc.
- Discuss the Text- Invite students to talk about the book. As students reflect on the meaning of the whole text, guide them toward some of the key understandings and main messages of the text.
- Revisit the Text- (Optional) You may want to revisit the book (on the same day or on subsequent days) to reread it, or parts of it, so that students can notice more about how it is crafted and build a deeper meaning.
- Respond to the Text- (Optional)- Engage students in additional experiences to enhance their appreciation and interpretation of the text, e.g., writing about reading, art, drama, and inquiry-based projects.

Use the mentor text for the unit for the Read Aloud as well as the mini-lessons. The mini lessons stem from the Read Aloud. For more information:

Copy of Interactive/Instructional Read Aloud March 2023 -

https://docs.google.com/presentation/d/1_HdEZR4MgTw11PSDO4anS6I9KRHTvrXmQTy57O1M-mI/edit#slide=id.p

Part 1- Understanding the Story (Approximately 13 Days)

Standards:

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

RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).

Mentor Text for the Unit: Indian Shoes by Cynthia Leitch Smith

Please see the replacement Sessions Guide for Indian

ShoesRUOS_G3U1_ReplacementSessions_IndianShoes-Grade 3- Building A Reading Life.pdf -

<https://drive.google.com/file/d/1dcoBa6E2s3omfH7DJk8vnXoPLOHOQYjn/view>

Please follow the pacing guide to make sure you and your readers are prepared for each session ahead of time. Pacing Guide- RUOS_G3U1_ReplacementReadAloud_IndianShoes_PacingGuide.pdf -

<https://drive.google.com/file/d/1vn1A1m9YPzOj7AfrooPMc0dzQs3vMMf/view>

Lesson (Added): Getting Ready

You will teach students that readers choose books that interest them and create a system to keep them engaged by using reading logs.

- Review picking books and having back ups
- Introduce students to reading logs

Added Lesson: Stop & Jot note taking

You will teach students to engage in their reading by stopping and jotting as note taking when they are reading their texts.

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- Use Indian Shoes-Read and model how to stop and jot.
- Students should be taught that the Post-it notes are used to mark pages of importance in their books. It could be a place the student feels is important, a place of new learning, a favorite scene, an unknown word, etc. Students should always put the page number on the Post-it note just in case it falls out of the book. At the end of a book, the post-its should be placed in their reading notebooks/binder.

- Use Why students should be Stopping and Jotting to guide your mini lesson.

<https://www.literacytreasures.com/post/stopandjot>

Lesson-Session 7: Readers Check for Comprehension pg. 68 in Building a Reading Life Adaptation Guide

You will teach students that readers give themselves comprehension checks as they read, asking themselves questions to make sure they understand what is going on in their books.

- Suggested Homework- CHECKING YOUR COMPREHENSION

- At the end of your reading tonight, stop and jot: Who was in this part? What just happened? If you can't answer these questions, go back and reread.

Lesson-Session 8: Follow Textual Cues as You Read: Shift Between Envisioning and Assembling Facts (2 Days)pg. 79 in Building a Reading Life Adaptation Guide

You will teach children that readers ask themselves, "What mind-work does this text want me to do?" Sometimes, as they read, they will need to make movies in their mind, and other times, they will need to collect information.

- Suggested Homework- SETTING UP FOR MORE ENVISIONING

- Place 3 post-its in 3 places that you know you will read to tonight. When you get to those post-its, use them as an opportunity to stop and jot. You might include: who was at this part? What did you think about as you read this section? What do you think might happen next?

Lesson-Session 9: Prediction pg. 91 in Building a Reading Life Adaptation Guide

You will teach children that readers draw on many elements to come up with predictions about the stories they read, and as they continue to read, they reexamine their predictions in light of new information.

- Suggested Homework- READING THROUGH THE LENS OF YOUR PREDICTION

- As you read tonight, think about the predictions you made in class today about your book. Make a note if your prediction was correct and how you knew. At the end of a chapter, make a new prediction for what might come next!

Lesson 10- Making Higher-Level Predictions pgs. 103 in Building a Reading Life Adaptation Guide

You will teach children that readers 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. They do this by drawing on specifics from the story and including details in their predictions.

- Suggested Homework- PRACTICING PREDICTIONS

Readers, tonight when you read, make another prediction. Try to make it stronger than the one last night. Explain what you think will happen and why. Then explain how you think it will happen. Look back in the book and leave Post-its in at least two places that helped you make your prediction.

Lesson- Session 11 - Retelling Stories pg. 114 in Building a Reading Life Adaptation Guide

You will teach students that readers retell books as a way to lay the story out for the others so it can be a topic of discussion, and for themselves so they can think it over.

- Suggested Homework- RETELLING YOUR INDEPENDENT BOOK AND MARKING YOUR THOUGHTS

- Place a post-it in your book where you think you'll stop reading tonight. When you get to this post-it, pause and retell what you know so far. Challenge yourself to stop and

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write it down!

Added Lesson- Retelling

You will teach students that readers retell books to identify key details and how characters respond to those moments.

- Refer to The Reading Strategies Book 2.0 by Jennifer Serravallo- Lesson 5.18pg. 182

“Summarize with ‘Somebody... Wanted... But.. So... Then...’ as needed

Strategy- Think first, “Who is the main character?” The, “What does the character want?”

Then, “What gets in his or her way?” and finally, “How does it end up? “Be sure the ending connects back in some way to the problem.

Added Lesson- Retelling

You will teach students that readers retell books to identify key details and explain how those details support the theme.

- Refer to The Reading Strategies Book 2.0 by Jennifer Serravallo Lesson 5.23 pg. 187

“Summarize Based on Theme”

Strategy- Stop and ask yourself, “What was this story really about?” Make sure your answer to that question is the first sentence in your summary. Next, tell just the events that best support that idea. Finish with a closing statement about how the events connect back to what’s most important.

Added Lesson- Responding to Questions using the RACE format.

Teacher models how to construct a response to reading based on this format.

- For the teacher:

RACE:

R – Restate the question

A – Answer the question

C – Cite the text evidence

E – Explain and extend the evidence

Open-ended questions could be from specific pages of the text- Indian Shoes.

See Indian Shoes Educator

Guide<https://cynthialeitichsmith.com/wp-content/uploads/2021/09/Indian-Shoes-Educator-Guide.pdf>

Lesson- Session 12 - Readers Decide How to Lift the Level of Their Reading and Recruit

Partners to Support Them pg. 124 in The Building a Reading Life Teacher’s Manual

You will teach students that when readers discuss their books with others, their reading skills improve.

- Allow students to use this time to discuss and retell their own texts to their classmates practicing retelling and sharing their post-its from notetaking. This lesson allows you to check in on student comprehension (using the Narrative Reading Learning Progression Rubric) while building their confidence.

Assessment:

- Narrative Reading Learning Progression Rubric (Formative Assessment): Throughout the Unit check for understanding and refer to the Narrative Reading Learning Progression Rubric to assess student progress (Heinemann Online Resource Go to Assessment

Narrative Reading Learning Progression- Grades 2-4.pdf)

- Check for Understanding Using the Rubric- Envisioning/Predicting, Monitoring for Sensor Fitting the Pieces Together, Story Elements: Time, Plot, Setting, Establishing Point of View, Inferring About Characters, Supporting Thinking with Text Evidence, Analyzing Parts of the Story in Relation to the Whole, Analyzing Perspective) Reteach as needed during conferences, whole group and/or small group instruction.

Added Lesson- (Summative Assessment)- Teachers should set up a free CommonLit. account at

<https://www.commonlit.org/en/home>.

- CommonLit- “The Challenge Game” by Elizabeth Pagel-Hogan (Lexile 520) The Challenge Game by Elizabeth Pagel-Hogan | CommonLit -

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<https://www.commonlit.org/en/texts/the-challenge-game>

This should be done online so students can practice testing online in preparation for the NJSLA administration in the spring. (Time- Approximately 1 Reading Block)

- The exile level for grade 3 is 520L-820L.

- What Is a Lexile Level? A Lexile measure is a valuable tool. It serves two unique functions: it is the measure of how difficult a text is OR a student's reading ability level. The Lexile Framework was developed by MetaMetrics®, an educational assessment and research team, funded originally by the National Institute of Child Health and Human Development.

Part 2: Following the Story for Theme (Approximately 8 Days)

Standard

RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).

Added Lesson- "Label a Theme (as a Concept/Idea)"

You will teach students that readers can use their retells to help capture the theme a story explores.

- Refer to The Reading Strategies Book 2.0 by Jennifer Serravallo-Lesson 7.11 "Label a Theme (as a Concept/Idea)" pg. 249

Strategy- Think back to the events of the story you've read so far, quickly summarize or state the gist of events. Then, think, "What's a word or short phrase that captures a theme (as a concept/idea) this story explores? Use the list of common themes to help.

Added Lesson- "Distinguish Between Plot Events and Theme(s)"

You will teach students that readers keep track of important plot events to help figure out the theme.

- Refer to The Reading Strategies Book 2.0 by Jennifer Serravallo-Lesson 7.12 "Distinguish between Plot Events and Themes" pg. 250

Strategy- To figure out what a story is really about, keep track of important plot events especially those connected to the main problem(s) and (re)solution(s). Then, jot words or phrases that name the themes that relate to an important event or a pattern of events.

Reread one short story in Indian Shoes to track the events.

Added Lesson (Extended- 3 Days)- Finding Themes in Fables

You will teach students how to use the plot and main idea of a fable to identify the theme.

Read one of Aesop's Fables. For these lessons, be sure to choose at least one fable and a myth from another culture (Chinese Children's Favorite Stories by Mingmei Yip). Chart what happened in the story and what the story is mostly about on a graphic organizer or chart paper, in order to identify the theme of the story.

Lesson adapted from- Lesson 1: Identifying the Theme of a Fable -

<https://www.bhamcityschools.org/cms/lib/AL01001646/Centricity/Domain/131/Lesson%203-%20Theme.pdf>

Choose an appropriate fable to share with students. Please read the fable first. Aesop's Fables- Aesop's FABLES -

https://freekidsbooks.org/wp-content/uploads/2019/12/Aesops_Fables_for_children-Illustrated-FKB.pdf

Added Lesson- CommonLit "Distinguish Between Plot Events and Theme" (2 Days)

You will teach students that readers summarize important plot events to help identify the theme of a text.

- Teachers should set up a free CommonLit. account at <https://www.commonlit.org/en/home>.

- Use "As Good as You" by Dawn Malone Target Lesson for Identifying Theme and

Summarizing

- https://www.commonlit.org/en/teachers/lessons/new?lesson_template_id=8711

- Day 1: Complete the Warm up (writing), review video introducing the target skill, review skill with reading and answering question practice.

- Day 2: Formative Assessment-Students reread "As Good as You" by Dawn Malone, and complete the assessment section requiring them to summarize and identify the theme.

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Added Lesson: Grade 3 Unit 1 LinkIt! Assessment- “The Yard Sale”

Students will read a story called “The Yard Sale” by Elinor Teele. After reading the story they will be asked to stop and answer questions. Students will use their context clues to describe a character, make predictions, summarize the story and determine themes. (Time- 2 Reading Blocks).

Part 3: Tackling More Challenging Texts (Approximately 7 Days)

Standards:

L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

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

L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Lesson- Session 14 - Figuring Out Hard Words pg. 141 in Building a Reading Life Adaptation Guide

You will teach students that readers with grit have a repertoire of strategies that they use to figure out the meaning of hard words, and they use one and then another until they figure it out.

Lesson- Session 15 - Using Textual Clues to Figure Out the Meaning of Unfamiliar Words pg. 149 in The Building a Reading Life Teacher’s Manual

You will teach students that sometimes readers can easily decode every word that is on the page but still not understand what is actually happening in the text. When this happens, they can figure out the definitions of the hard words by using textual clues.

- Suggested Homework- USING STRATEGIES TO GET THE MOST FROM YOUR READING

- As you read tonight, read with your bookmarks next to you. (Bookmark is “Readers Climb the Hurdle of Hard Words by...” and “Readers Understand a Story by...” Charts.) As you read, stop and jot on a post-it if you used a particular strategy to help you; leave the post-it in your book for tomorrow!

Added Lesson- “Use Part of Speech as a Clue”

You will teach students to think about the “job” a word has in a sentence to help identify what a word might mean.

- Refer to The Reading Strategies Book 2.0 by Jennifer Serravallo- Lesson 11.6 “Use Part of Speech as a Clue” pg. 366

Strategy- When you come to an unfamiliar word, think about the “job” the word has in the sentence. Use your knowledge of the word’s job to help figure out what the word might mean. Look at a few sentences from previous text read in class. Students should do this work in their independent reading as well.

Lesson- Session 16 - Making Sense of Figurative Language pg. 159 in The Building a Reading Life Teacher’s Manual

You will teach students that authors sometimes use figurative language that can be confusing and that readers need to use contextual clues to make sense of these figures of speech.

- Suggested Homework- CHECKING IN WITH YOUR GOALS

- As you read tonight stop and jot if you think you have come across figurative language in your book. Write down the phrase and include what you think it might mean.

Added Lesson- “Consider the Type of Figurative Language”

You will teach students to think about the type of figurative language they notice to help figure out the meaning in context.

- Refer to The Reading Strategies Book 2.0 by Jennifer Serravallo- Lesson 11.22 “Consider the Type of Figurative Language. 382

Strategy-If you suspect you’ve come across some figurative language, think about the different types of that kind of language that you know. Ask yourself, “Could this be (metaphor,

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hyperbole, an idiom, etc.)?” With the chart as a reference, use what you know about the type of figurative language to try to figure out the author’s intended meaning. Once you think you have an idea of what it means, consider it in context.

Reread previously read text that has figurative language. Students will read their text and figure out the meaning in their book.

Added Lesson: NJSLA Test Prep (Summative Assessment)-Students read the story Johnny Chuck Finds the Best Thing in the World and answer questions 1-2. This should be done online so students are familiar with the format for the NJSLA administration in the spring. (Time- Approximately 1 Reading Block)

New Jersey Student Learning Assessment (NJSLA) Practice Test- Assessment Johnny Chuck Finds the Best Thing in the World (p.4-8, questions 1-2)

- https://nj.mypearsonsupport.com/resources/Practice-Tests/ela/PaperPracticeTests/PC200303-001_G3ELATBAB_Pr.pdf

- <https://nj.mypearsonsupport.com/practice-tests/english/>

For Additional NJSLA Test Prep Resources Visit: NJ DOE Digital Item Library NJ Digital Item Library - <https://nj.digitalitemlibrary.com/home>

- Review Test Taking Features with Students Prior to giving the assessment.

NJSLA ELA Features Review <https://www.youtube.com/watch?v=d6Bwkskn4s>

- This example is for Grade 4 but appropriate for all tested grade levels.

- Processing strategies are in the Test Prep-Test Taking Strategies Unit- Unit 5. Please review in advance. grade-3-unit-7-condensed-revised-12-10-14_test_prep (1).docx -

- <https://docs.google.com/document/d/1S7ip29vTaTjsU3XRDyEsuN3YGNNjdT6a/edit>

Celebration

You will celebrate with your students the reading and learning of this unit. Readers write to make sense of and remember reading experiences. Students list out their favorite, most memorable parts of the book, Indian Shoes. Then hold a discussion about why those parts are our favorites and how we can use these moments to inform/guide our reading lives.

Bend I: Making a Reading Life

Start with Assessment- Read Information (Printing and Copying Materials)

Session 1 - Building a Powerful Reading Life

You will teach students that readers make plans to set themselves up for the best possible reading lives, and then they put those plans into action.

Session 2 - Reading As If Books Are Gold

You will teach students that readers can choose to read like curmudgeons, cranky and bored, or they can choose to read as if books are gold.

Session 3 - Finding Within-Reach Books and Reading Tons of Them

You will teach students that readers learn to choose books that are just right for them and to monitor as they read, so they can spend their time reading lots of books with accuracy and comprehension.

A Day for Assessment- “Abby Takes Her Shot” (Online Resources)

Session 4 - Setting Goals and Tracking Progress

You will teach children that it helps to set clear reading goals and to track their progress towards those goals.

Session 5: Setting Up Systems to Find and Share Books

You will teach children that they can draw on their reading interests to create systems for finding and sharing books within a community of readers.

Session 6: Reading in the Company of Partners

You will teach children that reading need not be a solitary enterprise, and you will help readers develop partnerships that support their reading.

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Bend II: Understanding the Story

Session 7: Readers Check for Comprehension

You will teach students that readers give themselves comprehension checks as they read, asking themselves questions to make sure they understand what is going on in their books.

Session 8: Follow Textual Cues as You Read: Shift Between Envisioning and Assembling Facts

You will teach children that readers ask themselves, “What mind-work does this text want me to do?” Sometimes, as they read, they will need to make movies in their mind, and other times, they will need to collect information.

Session 9: Prediction

You will teach children that readers draw on many elements to come up with predictions about the stories they read, and as they continue to read, they reexamine their predictions in light of new information.

Session 10: Making Higher-Level Predictions

You will teach children that readers 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. They do this by drawing on specifics from the story and including details in their predictions.

Session 11 - Retelling Stories

You will teach students that readers retell books as a way to lay the story out for the others so it can be a topic of discussion, and for themselves so they can think it over.

Session 12 - Readers Decide How to Lift the Level of Their Reading and Recruit Partners to Support Them

You will teach students that when readers discuss their books with others, their reading skills improve.

Bend III: Tackling More Challenging Texts

Session 13 - Tackling Complex Texts Takes Grit

You will teach students that to go from being a good reader to being a great reader takes grit.

Session 14 - Figuring Out Hard Words

You will teach students that readers with grit have a repertoire of strategies that they use to figure out the meaning of hard words, and they use one and then another until they figure it out.

Session 15 - Using Textual Clues to Figure Out the Meaning of Unfamiliar Words

You will teach students that sometimes readers can easily decode every word that is on the page but still not understand what is actually happening in the text. When this happens, they can figure out the definitions of the hard words by using textual clues.

Session 16 - Making Sense of Figurative Language

You will teach students that authors sometimes use figurative language that can be confusing and that readers need to use contextual clues to make sense of these figures of speech.

Session 17 - Talking Back to the Text

You will teach children that readers notice when a text prompts them to ask questions, and they mull these over, often revisiting earlier parts of the text and rethinking, to come up with possible answers.

Session 18 - Raising the Level of Questions to Unearth Deeper Meaning: Considering Author's Purpose

You will teach children that readers gather information from their texts to try to understand the author's purpose.

Celebration

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You will celebrate with your students the reading and learning of this unit. Readers write to make sense of and remember reading experiences. Children will create two pieces of writing - one to hold onto their memories of a cherished book and another to hold onto the memories of their learning.

| | |
|-----------------------------|---|
| Unit Plan Title | Unit - Reading to Learn: Grasping Main Ideas and Text Structures (Book 2) |
| Suggested Time Frame | November / December |

Overview / Rationale

Students learn to read expository texts with eagerness, interest, and fluency, ascertaining the main ideas and recognizing the infrastructure of a text. They shift their focus to higher-level comprehension. In Part 1, students learn how to recount key details from a multi-paragraph informational text and explain how they support the main idea. You will teach them how to refer explicitly to the text as the basis for the answers. In Part 2, You will teach students how to distinguish their own point of view from that of the author of a text. Finally, in Part 3 of the unit, you will teach students how to utilize and reference features of a text when writing or speaking about a text to integrate information and demonstrate understanding of the text.

Stage 1 – Desired Results

WIDA STANDARDS 2020:

ELD-SI.K-3.Inform

- Define and classify objects or concepts
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

ELD-SI.K-3.Explain

- Share initial thinking with others
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

ELD-LA.2-3.Inform.Interpretive

Interpret informational texts in language arts by

- Identifying the main idea and key details
- Referring explicitly to descriptions for themes and relationships among meanings
- Describing relationship between a series of events, ideas or concepts, or procedural steps

ELD-LA.2-3.Inform.Interpretive

Interpret informational texts in language arts by

- Identifying the main idea and key details
- Referring explicitly to descriptions for themes and relationships among meanings
- Describing relationship between a series of events, ideas or concepts, or procedural steps

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Established Goals:

Established Goals: New Jersey Student Learning Standards for English Language Arts 2023

RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.

RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.

RI.PP.3.5. Distinguish their own point of view from that of the author of a text.

RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.

RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently. '

RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

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

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

B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

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

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

SL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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

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

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

New Jersey Student Learning Standards - English Language Arts 2016

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

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

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- RI.3.6. Distinguish their own point of view from that of the author of a text.
- RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
- RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- W.3.7. Conduct short research projects that build knowledge about a topic.
- W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Interdisciplinary Connections

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New Jersey Student Learning Standards for Science

3-LS2-1. Construct an argument that some animals form groups that help members survive.
Social Studies 2020

New Jersey Student Learning Standards for Social Studies

6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.

6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.

6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.

6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

Computer Science and Design Thinking

Computing Science

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Career Readiness, Life Literacies, and Key Skills

9.2 Career Awareness, Exploration, Preparation, and Training

Career Awareness and Planning:

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.2: Identify how you might like to earn an income.

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Essential Questions:

- How do I determine what is important in an expository text?
- How does the structure of a text help me understand it better?
- How do I summarize a nonfiction text?

Enduring Understandings:

Students will be able to understand:

- Nonfiction readers organize information into categories as they read.
- Narrative nonfiction and hybrid texts combine a narrative storytelling structure with expository information.
- Readers change their lenses because there are different ways to read texts depending on the text structure.

Knowledge:

Students will know:

Skills:

Students will be able to...

- Identify main ideas of nonfiction texts.

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| <ul style="list-style-type: none"> • Nonfiction texts have various structures and parts. • Narrative nonfiction presents a true story written in a style more closely associated with fiction. • Hybrid nonfiction texts give readers information using both narrative and expository structures. | <ul style="list-style-type: none"> • Name the author's perspective on a topic. • Synthesize and grow ideas about narrative nonfiction. • Shift between reading with a story lens and an information lens. |
|--|--|

| Student Resources |
|---|
| <p>Rich selection of diverse books.</p> <p>Reading Log- Reading Log - https://www.heinemann.com/jenniferserravallo/resources/assets/rsb-reading_log.pdf</p> |
| Teacher Resources |
| <p><i>Units of Study for Teaching Reading</i> (Grade 3) by Lucy Calkins</p> <ul style="list-style-type: none"> • Reading to Learn: Grasping Main Ideas and Text Structures (Book 2) <p>www.heinemann.com</p> <p>https://readingandwritingproject.org/</p> <p>Mentor Texts:</p> <p><i>Gorillas</i> by Lori McManus</p> <p><i>Frogs and Toads</i> by Bobbi Kalman and Tammy Everts</p> <p><i>Cactus Hotel</i> by Brenda Z. Guiberson and Megan Lloyd</p> <p>Instructional Guidance:</p> <p>Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers 2024 https://docs.google.com/document/d/1syUlWqFjgYOfXVnFKfHWKJGSg-OpvqGFnRgs-3Jt_gY/edit</p> <p>The Reading Strategies Book 2.0 by Jennifer Serravallo</p> <p>Imagine Learning- https://www.imaginelearning.com/</p> <p>NJSLA Practice Test-Grade 3 https://nj.mypearsonsupport.com/resources/Practice-Tests/ela/PaperPracticeTests/PC200303-001_G3ELATB_AB_Pr.pdf</p> <p>NJDOE NJSLA Constructed Response https://nj.mypearsonsupport.com/resources/reporting/ELAWritingRubricsGrades3-HighSchool.pdf</p> <p>NJ DOE Digital Item Library NJ Digital Item Library - https://nj.digitalitemlibrary.com/home</p> <p>Informational Reading Learning Progression Rubric</p> <p>Informational Learning Progression-Grades 2-4.pdf - https://drive.google.com/file/d/1vINKCSJos6_BhqcfBGOWE6OmSVRq6V7/view</p> <p>CommonLit- "Under the Ice" by Alison Pearce Stevens (Main Idea and Key Details- Lexile 610) https://www.commonlit.org/en/texts/under-the-ice</p> <p>Newsela- https://www.newsela.com</p> <p>Time for Kids https://www.timeforkids.com/g56/sections/opinion/</p> <p>Epic! https://www.getepic.com/</p> <p>Compare and Contrast Essay (Paragraph Frames)- https://teachingmadepractical.com/compare-and-contrast-essay/</p> <p>Checkpoints for Reading Growth 7.17.17 Copy.pdf</p> |

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Neptune Township Board of Education Approved Technology List:

<https://www.educationframework.com/Districts/main.aspx?districtid=30623>

Copy of Interactive/Instructional Read Aloud March 2023 -

https://docs.google.com/presentation/d/1_HdEZR4MgTw11PSDO4anS6l9KRHTvrXmQTy57O1M-mI/edit#slide=id.p

Mentor Texts:

Gorillas by Lori McManus

Frogs and Toads by Bobbi Kalman and Tammy Everts

Cactus Hotel by Brenda Z. Guiberson and Megan Lloyd

Gorillas by Grace Hansen

Stage 2 – Assessment Evidence

Pre-Assessment:

Performance Pre-Assessments: “Start Your Engines: All About Motor Racing”; “Cars with Wings”; and “Racer Danica Patrick”

Formative Assessments:

- Running records
- Conference notes
- Small group work notes

Summative Assessments:

Performance Post-Assessments: “Thrills and Chills: Roller Coasters Are Not All the Same!”; “New Inventions that Make Steel Roller Coasters Even Scariest!”; and “Super Fan/Rider: Gary Coleman”

Informational Reading Learning Progression Rubric (Formative Assessment): Throughout the Unit check for understanding and refer to the Informational Reading Learning Progression Rubric to assess student progress (Heinemann Online Resource Go to Assessment)

Informational Learning Progression-Grades 2-4.pdf -

https://drive.google.com/file/d/1vINKCSJos6_BhqcfBGOWE6OmSVRq6V7/view

Check for Understanding Using the Rubric- Orienting, Monitoring for Sense, Main Idea(s) and Supporting Details/Summary, Cross Texts Synthesis, Comparing and Contrasting and Analyzing Perspective).

Reteach as needed during conferences, whole group and/or small group instruction.

Student Assessment-Compare and Contrast Paragraph (Formative Assessment)

Use the NJDOE NJSLA Constructed Response Rubric to Score the Assessment.-

<https://nj.mypearsonsupport.com/resources/reporting/ELAWritingRubricsGrades3-HighSchool.pdf>

Summative Assessments:

NJSLA Test Prep (Summative Assessment)-Students read the article “A Howling Success” by Gerry Bishop. Then answer questions 9 and 10. This should be done online so students are familiar with the format for the NJSLA administration in the spring. (Time- Approximately 20-25 minutes)

NJSLA Practice Test- Assessment A Howling Success pgs. 22-29

https://nj.mypearsonsupport.com/resources/Practice-Tests/ela/PaperPracticeTests/PC200303-001_G3ELATBAB_Pr.pdf

(Summative Assessment)- Common Lit- “Under the Ice” by Alison Pearce Stevens (Main Idea and Key Details- Lexile 610) <https://www.commonlit.org/en/texts/under-the-ice> This should be done online so

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students can practice testing online in preparation for the NJSLA administration in the spring. (Time approximately 30 minutes)

Grade 3 Unit2 Reading Post Assessment in Linkit! (Summative Assessment)-Students read multiple texts; “Thrills and Chills”, “New Inventions that Make Steel Roller Coasters Even Scariest”, and “Super Fan.Rider: Gary Coleman.” Students will summarize the texts and explain what the texts teach about how inventors make roller coasters have more thrills and chills. Focus on questions 1, 3 and 4. (Time- 1 Reading Block).

Stage 3 – Learning Plan

Multilingual Learner Reading Comprehension Strategies:

<https://www.colorincolorado.org/article/reading-comprehension-strategies-english-language-learners>

Provide explicit instruction on how expository text is structured Help students recognize the structure of expository text. Introduce the various parts of the text, such as the table of contents and the glossary. Discuss how these different parts are used for informational reading, how the text is organized, where different parts will be found in a textbook, and how they compare with one another.

For example, have students compare the index and the glossary, and discuss what they would use each section for. You might try asking a question such as, "If I want to know the definition of a word, will I look in the index or glossary?"

Do a “Chapter walk”- One way to help students become familiar with new kinds of books is through a chapter walk, which can be used with fiction or non-fiction text. Students preview the chapter before starting their first lesson in a new unit, looking for headings, graphics, pictures, important words, and key information. Students can discuss what they've noticed and what they think will be covered in pairs, groups, or with the entire class. Once students have become comfortable with a new resource, this exercise can be used to preview content for future lessons and activate background knowledge.

This strategy can also be used with fiction books by using illustrations and chapter headings or important words in the text.

Provide opportunity for ELLs to practice interacting with the text and identifying key components of the text Giving the students to practice these skills will build confidence and offer many learning opportunities.

Practice activities can be done to demonstrate how to get information from the expository text. For example, ask students to look for the main idea of a text, and then to explain what "clues" they saw that supported their answer. Students might say things such as, "The main idea is usually in the first paragraph." Or, "I saw the summary written on the side of the page." Engaging the class in discussion about these key components will give all students a chance to demonstrate learning.

Make predictions:-One method is the Directed Reading-Thinking Activity (DR-TA), which encourages students to be active readers. DR-TA is a process where the students listen to a brief summary of the text, review a few key words or pictures, and then make a prediction about the content of the text. As they begin to read the text, the teacher asks more questions about how their predictions match what they're reading.

Do a “Word Splash”-Students receive handouts with key words and phrases from the text "splashed" randomly across the page. The students spend some time making clusters of information that goes together. They can do this by circling groups of words, highlighting them in different colors, or drawing lines. The class discusses what they've learned from their clusters and what they predict they will learn from the text. Once again, when they begin to read the text they should make note of which parts of their prediction were correct and how they know that based on "evidence" in the text.

Practice highlighting: Students can practice highlighting text on worksheets or by using this method: Give each student a clear plastic overhead sheet and a "write-on/wipe-off" marker. Have the student paperclip the plastic sheet to a page in the textbook and work together to circle new vocabulary words and underline

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key points. The plastic sheets can be wiped off and used again.

Model "what good readers do" to get information from expository text

Think aloud-Read an introductory portion of the text to the class. Pause to model what you are thinking out loud, such as by describing what you know about the text.

Demonstrate how to figure out vocabulary-As you come to new vocabulary words, pause and think about how you can figure out what that word means. Show how you look for clues such as commas after the word that contain a definition, or show how the word is related to something else you know such as a root word or cognate in another language. Finally demonstrate how to ask someone next to you for help with the word, or refer to your personal dictionary of new words that you've created for the unit.

Use a graphic organizer- Determine what you need to know in the text and show how to complete a graphic organizer. Talk about how the graphic organizer will help you remember the important information in the text.

Increase peer interaction with the content of the text in order to increase comprehension

Assign reading partners-Pair ELLs with friendly fluent readers. Ask partners to read aloud to each other, alternating sentences or pages. After the first student reads, the other student summarizes what they heard. Then the two partners switch roles.

Encourage student engagement-One strategy is the "Say Something" activity. Students take turns reading aloud, and following the reading, each student 'says something,' such as asking a question, making a comment, making a connection to something already read, or responding personally to the text. The exercise also engages students as readers and gets them thinking about the text. For ELLs, teachers may want to have a "phrase wall" displayed so they have a sentence structure to begin their comments.

Examples such as, "That reminds me of..." Or "Do you know..." or "That's interesting because..."

Have students retell what they have learned. After students read a section of text, have them re-tell it to a partner or write a few summary notes in their notebook and switch notes with a partner. The partner can add notes, questions or comments to the author's notes.

Instructional Guidance:

Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers 2024

https://docs.google.com/document/d/1syUlWqFjgYQfXVnFKfHWKJGSg-OpvqGFnRgs-3Jt_gY/edit

- Guided Reading Groups are conducted every day (10-15 minutes per group).

Use data to group students. Choose an instructional level text and increase the level as students become proficient readers. Please see the Checkpoints for Reading Growth Expectations document Checkpoints for Reading Growth 7.17.17 Copy.pdf -

<https://drive.google.com/file/d/1U2YAbpUIS747X1IT5e-rfm8FJBqbh1SG/view>

- Choose instructional level text that is appropriate for the genre of study.

For more information on the Structure of a Guided Reading Lesson: See

Structure of A Guided Reading Lesson .pdf from The Fountas and Pinnell Literacy Continuum, Grades Pre-K-8, Pinnell and Fountas (2017). pg. 402 -

<https://drive.google.com/file/d/1bE6uSmU7ZXJzpElwyg--LfN2Yx2znSmp/view>

- Guided Reading Lesson Plan Template- Copy of F&P Guided Reading Template

- https://docs.google.com/document/d/1ZR4KGBp6EDK1JBHnQTRschDyo7kvSl64_rHVwxV64bM/edit

Guidance for how to teach the added lessons using The Reading Strategies Book 2.0 by Jennifer

Serravallo. How to Use The Reading Strategies Book 2.0 for Whole Group Lessons

https://docs.google.com/document/d/1uJXKiHi0brpXbNb3z2FH5zNVKYhVDvi57HtKsMrX_HU/edit?usp=sharing

Getting Ready- Please read the Getting Ready section pgs. xii-xiv prior to teaching this unit.

As always, please preview the resources before giving them to your students to make sure they are best-suited for your particular class.

Important Note: Use grade level (or slightly above grade level) text as your teaching resource when choosing additional text from the Board of Education approved resources. Please review the "Checkpoints" document to ensure the appropriate level text is being used.

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Checkpoints for Reading Growth 7.17.17 Copy.pdf -

<https://drive.google.com/file/d/1U2YAbpUIS747X1IT5e-rfm8FJBqbh1SG/view>

Neptune Township Board of Education Approved Technology List:

<https://www.educationframework.com/Districts/main.aspx?districtid=30623>

Interactive/ Instructional Read Aloud- 15 Minutes Daily

Teachers will conduct an Instructional/Interactive Read Aloud every day for 10-15 minutes. During the interactive/instructional read-aloud, the teacher reads aloud a selected text to children, occasionally pausing for conversation. The instruction (stopping points) is organized for highly intentional teaching. The texts are on or beyond the instructional reading level for a particular grade. The text-based discussion and strategies help children to construct meaning.

Structure of an Interactive/Instructional Read- Aloud Lesson

- Introduce the Text -Engage student interest and activate thinking.
- Read the Text- Stop a few times to invite thinking and a brief conversation. Students may turn and talk in pairs or threes, etc.
- Discuss the Text- Invite students to talk about the book. As students reflect on the meaning of the whole text, guide them toward some of the key understandings and main messages of the text.
- Revisit the Text- (Optional) You may want to revisit the book (on the same day or on subsequent days) to reread it, or parts of it, so that students can notice more about how it is crafted and build a deeper meaning.
- Respond to the Text- (Optional)- Engage students in additional experiences to enhance their appreciation and interpretation of the text, e.g., writing about reading, art, drama, and inquiry-based projects.

Use the mentor text for the unit for the Read Aloud as well as the mini-lessons. The mini lessons stem from the Read Aloud. For more information:

Copy of Interactive/Instructional Read Aloud March 2023 -

https://docs.google.com/presentation/d/1_HdEZR4MgTw11PSDO4anS6I9KRHTvrXmQTy57O1M-mI/edit#slide=id.p

Part 1- Determining Importance in Expository Texts (Approximately 10-11 Days)

Standards

RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.

RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.

Reminder: Students should have genre specific books for each unit to read during independent reading time. They will be able to practice the skills they are learning or have learned.

Note: In order to identify the main idea of a nonfiction text, students need to comprehend the text they are reading (including reading and understanding the vocabulary), identify the key details, distinguish between important details and interesting details, and determine how those details connect or relate to one another.

Lessons from the Units of Study for Teaching Reading:

Lesson-(Session 1 pg.4): Previewing Nonfiction- You will teach students that readers prepare to read nonfiction by previewing it, identifying the parts, and thinking about how the book seems like it will go.

○ Homework- REBUILD YOUR READING LIFE- Students read the article given at the end of workshop and answer the questions in their reading notebook.

Lesson- (Session 2 pg.15): Looking for Structure within a Nonfiction Text- You will teach students that readers pause along the way to summarize important information, so that they take in and remember what they read.

○ Homework- REV UP YOUR MIND BEFORE READING NONFICTION-Students use their bookmark as they read nonfiction text. Additional Nonfiction Text- “Bears Behaving Badly”- Lexile 520 (See Resource Folder).

Added Lesson-Lesson 8.9 Paraphrase Each Chunk, Then Put the Pieces Together pg. 281-

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○ Strategy-Focus on one section of nonfiction text. Read several paragraphs. List several pieces of information that seem to connect because they are about the same subtopic. In your own words, name what the section is mostly about. As you read and collect more information, you may need to revise your main idea. This information can then be put into boxes and bullets. You may want to revisit previously used mentor text.

Lesson- (Session 3 pg.26): Grasping Main Ideas in Nonfiction Texts- You will teach students that nonfiction readers take in more when they organize information into categories as they read.

○ Homework- PAUSING TO ORGANIZE YOUR READING- Students read their nonfiction text and organize what they read into boxes and bullets. They reread one passage for fluency practice. They review the learning progression. Students should try all the goals on the learning progression.

Lesson- (Session 4 pg.37): Becoming Experts and Teaching Others from Nonfiction Texts- You will teach students that readers teach others what they have learned from their nonfiction texts, paying close attention to the main ideas and supporting details.

○ Homework-MAKING A READING RESOLUTION- Students read nonfiction text and show on post it notes how fascinating they found the text to be.

Lesson- (Session 5 pg.47): Tackling Complexity-You will help your students with the challenge of drafting and revising a main idea.

○ Homework- MAIN IDEA AND SUPPORTING DETAILS-Students read nonfiction text for the main ideas and supporting details, take notes on these, and bring them to class.

Lesson- (Session 6 pg.53) Getting Better Requires Clear Goals and Deliberate Work: Learning Progressions-You will teach students that readers analyze their own reading skills, reflecting on what they do well and what they could improve upon. To grow; readers come up with clear goals as well as plans for achieving those goals.

○ Homework- CONTINUE YOUR READING AND WORKING ON YOUR Goals Students track progress toward their goals, come up with a way to show how the writing they do about reading fits with a goal. They number their goals and write “Goal 1” at the top of a Post-it where they did some writing to work toward that goal.

Lessons from The Reading Strategies Book 2.0 by Jennifer Serravallo: Conduct as whole group lessons as needed. See Instructional Practice Guidance Document.

Note: Use these as additional lessons if students need additional support with the main idea and key details. (Approximately 2 Days if needed)

- Lesson-9.5 Read, Cover, Remember, Retell pg. 305- Aligns with Session 2

- Lesson- 9.11 Distinguish Important from Interesting pg. 311- Aligns with Session 2

- Lesson- 9.17 Summarize with Explanations pg. 316- Aligns to Session 2

Assessment:

Informational Reading Learning Progression Rubric (Formative Assessment): Throughout the Unit check for understanding and refer to the Informational Reading Learning Progression Rubric to assess student progress (Heinemann Online Resource Go to Assessment)

Informational Learning Progression-Grades 2-4.pdf -

https://drive.google.com/file/d/1vINKCSJos6_BhqcfBGOWE6OmSVRq6V7/view

Check for Understanding Using the Rubric- Orienting, Monitoring for Sense, Main Idea(s) and Supporting Details/Summary, Cross Texts Synthesis, Comparing and Contrasting and Analyzing Perspective). Reteach as needed during conferences, whole group and/or small group instruction.

NJSLA Test Prep (Summative Assessment)- Lesson-Students read the article “A Howling Success” by Gerry Bishop. Then answer questions 9 and 10. This should be done online so students are familiar with the format for the NJSLA administration in the spring. (Time- Approximately 20-25 minutes)

NJSLA Practice Test- Assessment A Howling Success pgs. 22-29

https://nj.mypearsonsupport.com/resources/Practice-Tests/ela/PaperPracticeTests/PC200303-001_G3ELATBA_B_Pr.pdf

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For Additional NJSLA Test Prep Resources Visit: NJ DOE Digital Item Library NJ Digital Item Library - <https://nj.digitalitemlibrary.com/home>

Lesson- (Summative Assessment)- Teachers should set up a free CommonLit. account at <https://www.commonlit.org/en/home>.

CommonLit- “Under the Ice” by Alison Pearce Stevens (Main Idea and Key Details- Lexile 610) <https://www.commonlit.org/en/texts/under-the-ice> This should be done online so students can practice testing online in preparation for the NJSLA administration in the spring. (Time approximately 30 minutes)

- The Lexile level for grade 3 is 520L-820L.

- What Is a Lexile Level? A Lexile measure is a valuable tool. It serves two unique functions: it is the measure of how difficult a text is OR a student’s reading ability level. The Lexile Framework was developed by MetaMetrics©, an educational assessment and research team, funded originally by the National Institute of Child Health and Human Development.

Part 2 - Lifting the Level of Thinking about Expository Text (Approximately 3 Days)

Standard

RI.PP.3.5. Distinguish their own point of view from that of the author of a text.

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

You will teach students that to talk and think about a text is helpful for them to 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.

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

Repeat this lesson for additional practice using articles from Newsela, Learning A-Z or Commonlit.

In order to access Newsela articles, teachers need to sign up for a free account. Articles will be limited.

Lessons from The Reading Strategies Book 2.0 by Jennifer Serravallo: Conduct as a whole group lesson. Instructional Practice- Reading Workshop Model

Lesson-Lesson 8.19 Research and Recognize the Author’s Authority and Bias pg. 291

- Note: Lesson requires the research of the author's background.

- Mentor Text from Previous Lessons- Gorillas by Lori McManus

- Newsela- <https://www.newsela.com>

- Time for Kids - <https://www.timeforkids.com/g56/sections/opinion/>

Informational Reading Learning Progression Rubric (Formative Assessment): Check for Understanding Using the Rubric- Analyzing Perspective. Reteach as needed during whole group and/or small group instruction and conferences. Informational Learning Progression-Grades 2-4.pdf - https://drive.google.com/file/d/1vINKCSJos6_BhqcgfBGOWE6OmSVRq6V7/view

Part 3- Compare and Contrast Key Details from Two Informational Text Sources (Approximately 6 Days)

Standard

RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.

Getting Ready: Teachers should set up a free Epic! Account at <https://www.getepic.com/>.

Teacher Objective: You will teach students how to compare and contrast key details from two informational text sources.

Lesson (2 Days)- Refer to lesson 9.14 Categorize to Compare pg. 314 by Jennifer Serravallo’s The Reading Strategies Book 2.0).

Strategy: Decide on two related topics to compare (in the same book or across a text set). Organize information into categories as you read. Compare the related topics using the categories.

Teacher/Students listen to Ivan The Remarkable True Story of the Shopping Mall Gorilla by Katherine Applegate. Epic Audio Book (6.24) and categorize in order to compare key details to Gorillas by Lori McManus. <https://www.getepic.com/app/read/20006>.

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Lesson-Compare and Contrast key details in Gorillas by Lori McManus and Gorillas by Grace

Hansen-Epic Book- <https://www.getepic.com/app/read/25629>

Lesson- Compare and Contrast key details in two nonfiction passages about Whales

<https://www.education.com/download/lesson-plan/nonfiction-comprehension-compare-and-contrast/nonfiction-comprehension-compare-and-contrast.pdf>

Lesson (2 Days)-Compare and Contrast Paragraph-Teachers model this using previously used mentor texts. Students will write a paragraph comparing and contrasting two different texts on the same topic. Use the paragraph frame as a teaching tool.

Assessment:

Lesson- Student Assessment-Compare and Contrast Paragraph (Formative Assessment)

Example Paragraph Frames

1. _____ and _____ have many differences. The most important difference is _____. Another difference is _____. Finally, _____.

2. _____ and _____ are similar in many ways. For example, _____. Furthermore, they both _____. A final similarity is _____.

3. _____ and _____ are similar in some ways, but different in others. For example, they both _____. Despite this similarity, they are different because _____. This difference is important because _____.

Reference: <https://teachingmadepractical.com/compare-and-contrast-essay/>

*Use the NJDOE NJSLA Rubric to Score the Assessment.-

<https://nj.mypearsonsupport.com/resources/reporting/ELAWritingRubricsGrades3-HighSchool.pdf>

Lesson- Grade 3 Unit2 Reading Post Assessment in Linkit! (Summative Assessment)-Students read multiple texts; “Thrills and Chills”, “New Inventions that Make Steel Roller Coasters Even Scariest”, and “Super Fan.Rider: Gary Coleman.” Students will summarize the texts and explain what the texts teach about how inventors make roller coasters have more thrills and chills. Focus on questions 1, 3 and 4. (Time- 1 Reading Block).

Part 4- Using Text Features (7 Approximately Days)

Standards

RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.

RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently. '

RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Lessons from The Reading Strategies Book 2.0 by Jennifer Serravallo:

Note: Use mentor text from previous lessons (i.e., Gorillas Living in the Wild: Primates by Lori McManus, Gorillas by Grace Hansen).

- Lesson-Lesson 10.6 Get More from Photographs pg.330 (Use Epic! book of choice about Gorillas or previously used mentor texts for these lessons)

- Lesson-Lesson- 10.7 Caption It! pg.331

- Lesson-Lesson 10.8 Be Alert to Bold Words pg.332

- Lesson-Lesson 10.10 Use Text Features to Learn New Words pg.334

Assessment:

Lesson- NJSLA Test Prep (Summative Assessment)-Students read the passage from “What Is a Spacewalk?” Then answer questions 20 through 23. This should be done online so students are familiar with the format for the NJSLA administration in the spring.

NJSLA Practice Test- Assessment “What Is a Spacewalk?” pgs. 48-54 (Time-1 Reading Block)

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https://nj.mypearsonsupport.com/resources/Practice-Tests/ela/PaperPracticeTests/PC200303-001_G3ELATBAB_Pr.pdf

For Additional NJSLA Test Prep Resources Visit: NJ DOE Digital Item Library NJ Digital Item Library - <https://nj.digitalitemlibrary.com/home>

Lesson (2 Days) - (Session 19): Celebration (Approximately 2 Days)

You will guide students to create monuments to their nonfiction reading lives, helping them to create a physical manifestation of their learning. The goal is to guide students to create monuments of their nonfiction reading lives (student reflection). For example, students could make a “Top 5 Nonfiction Reading Strategies” list and turn the list into a chart that shows how to use each strategy. The chart could include examples from student’s notebooks, written on Post-its, or articles cut up to illustrate the strategy in use. Students use Chromebooks (technology) to create their monuments.

Bend I: Determining Importance in Expository Texts

Start with Assessment- Read Information (Printing and Copying Materials)

Session 1: Previewing Nonfiction

You will teach students that readers prepare to read nonfiction by previewing it, identifying the parts, and thinking about how the book seems like it will go.

Session 2: Looking for Structure within a Nonfiction Text

You will teach students that readers pause along the way to summarize important information, so that they take in and remember what they read.

A Day for Assessment- “Start Your Engines: All About Motor Racing”; “Cars with Wings”; and “Racer Danica Patrick”(Online Resources)

Session 3: Grasping Main Ideas in Nonfiction Texts

You will teach students that nonfiction readers take in more when they organize information into categories as they read.

Session 4: Becoming Experts and Teaching Others from Nonfiction Texts

You will teach students that readers teach others what they have learned from their nonfiction texts, paying close attention to the main ideas and supporting details.

Session 5: Tackling Complexity

You will help your students with the challenge of drafting and revising a main idea.

Session 6: Getting Better Requires Clear Goals and Deliberate Work: Learning Progressions

You will teach students that readers analyze their own reading skills, reflecting on what they do well and what they could improve upon. To grow, readers come up with clear goals as well as plans for achieving those goals.

Bend II: Lifting the Level of Thinking About Expository Texts

Session 7: Reading for Significance: Approaching Nonfiction Reading as a Learner

You will teach students that readers read nonfiction to learn, monitoring for significance, and working to find something of interest in the text.

Session 8: Reading Differently Because of Conversations

You will teach students that when readers know they will be discussing a text, they gather their thoughts and prepare as they read.

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

You will teach students that to talk and think about a text is helpful for them to 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.

Session 10: Lifting the Level of Students’ Talk

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You will set the stage for your teaching and your children's work to shift from a focus on reading and thinking about expository texts to a focus on reading and thinking about narrative nonfiction texts.

Bend III: Synthesizing and Growing Ideas in Narrative Nonfiction

Session 11: Using Text Structure to Hold On to Meaning in Narrative Nonfiction

You will teach students that readers use different ways of reading for different text structures. They begin by identifying the type of structure a nonfiction text follows, and use this information to help them organize their understanding of the text.

Session 12: Summarizing Narrative Nonfiction

You will teach students that readers recognize the important details that contribute to the overarching storyline and learn how to synthesize secondary details and storylines in a larger story.

Session 13: Tackling Hard Words that Complicate Meaning

You will teach students to self-monitor, striking a balance between reading fluently and stopping to regain meaning when encountering unfamiliar vocabulary.

Session 14: Reading Biographies Through Different Lenses

You will teach students that readers of narrative nonfiction read with different lenses. One of those lenses is to understand the story, and another lens is to learn information.

Session 15: Seeking Underlying Ideas in True Stories

You will teach students that readers seek out unifying ideas behind the texts they read.

Session 16: Bringing Your Narrative Nonfiction Lenses to Broader Ranges of Texts

You will teach students that readers use what they know about understanding fictional characters when they are reading narrative nonfiction.

Session 17: Identifying When a Text Is Hybrid Nonfiction and Adjusting Accordingly

You will teach students that readers of hybrid nonfiction use authors' signals to shift between using narrative and expository strategies.

Session 18: Becoming Your Own Reading Coach

You will support your students in self-assessment and reinforce the importance of studying one's own work.

Session 19: Celebration

You will guide students to create monuments to their nonfiction reading lives, helping them to create a physical manifestation of their learning.

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| | |
|-----------------------------|-----------------------------------|
| Unit Plan Title | Unit - Character Studies (Book 3) |
| Suggested Time Frame | January / February |

Overview / Rationale

In Part 1, students observe characters and get to know them as friends. As Part 2 approaches, students notice patterns in the things characters say and do and they begin to turn their ideas into theories. Book clubs begin in Part 2 and continue throughout the rest of the unit. Students follow their characters across a whole story, watching a character face a series of hurdles that pile up and grow bigger until the climax of the story, which prompts the character to take action and begin to solve his problem. In Part 3 students compare and contrast characters across different books written by the same author, examining not just their character traits, but also the theme, settings, and plots.

Stage 1 – Desired Results

WIDA STANDARDS 2020:

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

ELD-LA.2-3.Narrate.Interpretive

Interpret language arts narratives by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to event sequences
- Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

Established Goals:

New Jersey Student Learning Standards - English Language Arts 2023

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

RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).

RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.

RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.MF.3.6. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RL.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).

Established Goals:

New Jersey Student Learning Standards - English Language Arts 2016

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

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

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- RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
- RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.
- RL.3.7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.
- SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Computer Science and Design Thinking

Computing Science

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Career Readiness, Life Literacies, and Key Skills

9.2 Career Awareness, Exploration, Preparation, and Training

Career Awareness and Planning:

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MULTILINGUAL LEARNER READING CURRICULUM GRADE 3

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.2: Identify how you might like to earn an income.

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Essential Questions:

- How do I make observations about a character and turn them into ideas?
- What can I learn about a character by examining the problems he faces and how he reacts?
- How and why do I grow theories about a character?

Enduring Understandings:

Students will be able to understand:

- Noticing how characters talk and act helps readers understand them better.
- Readers grow theories about characters by noticing patterns about them.
- How a character faces and solves problems teaches readers about their traits.
- Characters learn lessons by solving problems.

Knowledge:

Students will know:

- Characters in stories face different problems but are usually tested in some way.
- Stories have a plot with a climax and characters usually resolve issues by the end of the story.
- Characters learn lessons, which can be applied to readers' lives as well.

Skills:

Students will be able to...

- Infer character traits by noticing a character's actions and words.
- Compare and contrast characters in different texts.
- Identify the lesson a character learns through facing a problem.

Student Resources

Rich selection of diverse books.

Reading Log

https://www.heinemann.com/jenniferserravallo/resources/assets/rsb-reading_log.pdf

Teacher Resources

Units of Study for Teaching Reading (Grade 3) by Lucy Calkins

- Character Studies (Book 3)

www.heinemann.com

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<https://readingandwritingproject.org/>

Mentor Texts:

Because of Winn Dixie by Kate DiCamillo

Make Way for Dyamonde Daniel by Nikki Grime

Units of Study for Teaching Reading (Grade 3) by Lucy Calkins, 2015, ISBN- 13: 978-0-325-07713-0

- Character Studies (Book 3)

- www.heinemann.com

Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers 2024

https://docs.google.com/document/d/1syUlWqFjgYQfXVnFKfHWKJGSg-OpvqGFnRgs-3Jt_gY/edit

The Reading Strategies Book 2.0 by Jennifer Serravallo

Imagine Learning- <https://www.imaginelearning.com/>

NJSLA Practice Test- <https://nj.mypearsonsupport.com/practice-tests/english/>

NJDOE NJSLA Constructed Response Rubric- GRADE 3 SCORING RUBRIC FOR PROSE
CONSTRUCTED RESPONSE ITEMS

NJ DOE Digital Item Library NJ Digital Item Library - <https://nj.digitalitemlibrary.com/home>

Narrative Reading Learning Progression Rubric Narrative Reading Learning Progression- Grades 2-4.pdf -

<https://drive.google.com/file/d/17V6uT2533SKX2O1xRpgUI9HARFALjDV7/view>

grade-3-unit-7-condensed-revised-12-10-14_test_prep (1).docx -

<https://docs.google.com/document/d/1S7ip29vTaTjsU3XRDyEsuN3YGNNjdT6a/edit>

Checkpoints for Reading Growth 7.17.17 Copy.pdf

Neptune Township Board of Education Approved Technology List:

<https://www.educationframework.com/Districts/main.aspx?districtid=30623>

Copy of Interactive/Instructional Read Aloud March 2023 -

https://docs.google.com/presentation/d/1_HdEZR4MgTw11PSDO4anS6I9KRHTvrXmQTy57O1M-mI/edit#slide=id.p

Structure of A Guided Reading Lesson .pdf from The Fountas and Pinnell Literacy Continuum,
Pinnell and Fountas (2017). pg. 402 -

<https://drive.google.com/file/d/1bE6uSmU7ZXJzpElwyg--LfN2Yx2znSmp/view>

Copy of F&P Guided Reading Template -

https://docs.google.com/document/d/1ZR4KGBp6EDK1JBHnOTRschDyo7kvSl64_rHVwxV64bM/edit

To access the following resource you must have an account. Please contact the Supervisor of Humanities
and MLL/Bilingual K-12 for account information.

Raz-Plus- Raz-Plus - <https://www.raz-plus.com/>

Scaffolded Compare and Contrast <https://teachingmadepractical.com/compare-and-contrast-essay/>

Create a free account for the following resources:

Newsela- Newsela - <https://newsela.com/>

ReadWorks - ReadWorks - <https://www.readworks.org/>

Epic! Epic - <https://www.getepic.com/>

CommonLit- <https://www.commonlit.org/en/home>.

Workybooks- <https://www.workybooks.com/>

Mentor Texts:

Because of Winn Dixie by Kate DiCamillo

Peter's Chair by Ezra Jack Keats

Make Way for Dyamonde Daniel by Nikki Grime

Amber Brown Series by Paula Danziger

Stage 2 – Assessment Evidence

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Pre-Assessment:

Performance Pre-Assessment - "The Bully and the Can Queen"

Formative Assessments:

- Running records
- Conference notes
- Small group work notes
- DRA winter assessment
- ELA Form B Benchmark - LinkIt!
- STAR winter assessment (Librarians administer)

Summative Assessment:

Performance Post Assessment - "Jump!"

Summative Assessment:

- Summative Assessment- CommonLit- "The View from Left Field" by Kelley Murphy (Character Development- Lexile 550)

<https://www.commonlit.org/en/texts/the-view-from-left-field>

This should be done online so students can practice testing online in preparation for the NJSLA administration in the spring. (Time- Approximately 30 minutes)

- Summative Assessment- Teachers should set up a free account at <https://www.workybooks.com/>
 - Students read the texts "Morning Chaos!" Diary Entries and consider the illustrations as they are reading. Students should then answer the written response questions using RACES to support their work.

- (Summative Assessment) Comparing and Contrasting Two Fiction Texts worksheet

- Grade 3 Unit 3 LinkIt! Performance Assessment- "Jump!" by Sarah Matson

- Questions 1-4

- New Jersey Student Learning Assessment (NJSLA) Test Prep (Summative Assessment)

Students read the text "Me First" by Helen Lester. Then answer questions 4,5,&6. This should be done online so students are familiar with the format for the NJSLA administration in the spring.

(Time- Approximately 45 minutes)

- NJSLA Practice Test- Assessment "Me First" pgs. 10-16

<https://nj.mypearsonsupport.com/resources/Practice-Tests/ela/PaperPracticeTests/PC20030>

3-001_G3ELATBAB_Pr.pdf

Stage 3 – Learning Plan

Multilingual Learner Reading Comprehension Strategies:

<https://www.adlit.org/topics/english-language-learners/reading-comprehension-strategies-english-language-learners>

Identify vocabulary words that you think might be difficult for students to understand when they read the text. Write ML-friendly definitions for each - that is, simple, brief definitions MLs can easily understand.

Model think-alouds. For example: verbalize a confusing point or show how you use a strategy to comprehend something. "This sounds very confusing to me. I better read this sentence again."

Demonstrate fix-up strategies. For example: I need to think about this. Let me rethink what was happening. Maybe I'll reread this. I'll read ahead for a moment.

Partner MLs with more dominant English speakers and ask each student to take a turn reading and thinking aloud with short passages.

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After working with partners successfully, ask MLs to practice independently by using a checklist (See checklist on link above) . Be sure to explain all the terms and model each.

Provide MLs with appropriate reading level texts, both in their L1 and L2.

Questioning MLs after reading

After the MLs and/or the whole class have completed the reading comprehension activities above, you can anchor or test their comprehension with carefully crafted questions, taking care to use simple sentences and key vocabulary from the text they just read.

These questions can be at the:

Literal level (Why do the leaves turn red and yellow in the fall?)

Interpretive level (Why do you think it needs water?)

Applied level (How much water are you going to give it? Why?)

Instructional Guidance:

Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers 2024

https://docs.google.com/document/d/1syUlwgFjgYQfXVnFKfHWKJGSg-OpvqGFnRgs-3Jt_gY/edit

- Guided Reading Groups are conducted every day (10-15 minutes per group).

Use data to group students. Choose an instructional level text and increase the level as students become proficient readers. Please see the Checkpoints for Reading Growth Expectations document- Checkpoints for Reading Growth 7.17.17 Copy.pdf -

<https://drive.google.com/file/d/1U2YAbpUIS747X1IT5e-rfm8FJBqbh1SG/view>

- Choose instructional level text that is appropriate for the genre of study.

For more information on the Structure of a Guided Reading Lesson: See

Structure of A Guided Reading Lesson .pdf from The Fountas and Pinnell Literacy

Continuum, Grades Pre-K-8, Pinnell and Fountas (2017). pg. 402 -

<https://drive.google.com/file/d/1bE6uSmU7ZXJzpElwyg--LfN2Yx2znSmp/view>

- Guided Reading Lesson Plan Template- Copy of F&P Guided Reading Template -

https://docs.google.com/document/d/1ZR4KGBp6EDK1JBHnQTRschDyo7kvSl64_rHVwxV64bM/edit

Guidance for how to teach the added lessons using The Reading Strategies Book 2.0 by Jennifer

Serravallo. How to Use The Reading Strategies Book 2.0 for Whole Group Lessons

https://docs.google.com/document/d/1uJXKiHi0brpXbNb3z2FH5zNVKYhVDvi57HtKsMrX_HU/edit?usp=sharing

As always, please preview the resources, as well as any web-based resources accompanying online materials, before giving them to your students to make sure they are best-suited for your particular class. Getting Ready-Please read the Getting Ready Section on pgs. xi-xiii prior to teaching this unit. The pacing guide for the mentor text is on page xiii. Be sure to read 18 Tips for 18 Days of Mystery Reading located in your Heineman resources under General Information.

Important Note: Use grade level (or slightly above grade level) text as your teaching resource when choosing additional text from the Board of Education approved resources. Please review the “Checkpoints” document to ensure the appropriate level text is being used.

Checkpoints for Reading Growth 7.17.17 Copy.pdf -

<https://drive.google.com/file/d/1U2YAbpUIS747X1IT5e-rfm8FJBqbh1SG/view>

Neptune Township Board of Education Approved Technology List:

<https://www.educationframework.com/Districts/main.aspx?districtid=30623>

Interactive/ Instructional Read Aloud- 15 Minutes Daily

Teachers will conduct an Instructional/Interactive Read Aloud every day for 10-15 minutes. During the interactive/instructional read-aloud, the teacher reads aloud a selected text to children, occasionally pausing for conversation. The instruction (stopping points) is organized for highly intentional teaching. The texts are on or beyond the instructional reading level for a particular grade. The text-based discussion and strategies help children to construct meaning.

Structure of an Interactive/Instructional Read- Aloud Lesson

- Introduce the Text -Engage student interest and activate thinking.

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- Read the Text- Stop a few times to invite thinking and a brief conversation. Students may turn and talk in pairs or threes, etc.
- Discuss the Text- Invite students to talk about the book. As students reflect on the meaning of the whole text, guide them toward some of the key understandings and main messages of the text.
- Revisit the Text- (Optional) You may want to revisit the book (on the same day or on subsequent days) to reread it, or parts of it, so that students can notice more about how it is crafted and build a deeper meaning.
- Respond to the Text- (Optional)- Engage students in additional experiences to enhance their appreciation and interpretation of the text, e.g., writing about reading, art, drama, and inquiry-based projects.

Use the mentor text for the unit for the Read Aloud as well as the mini-lessons. The mini lessons stem from the Read Aloud. For more information:

Copy of Interactive/Instructional Read Aloud March 2023 -

https://docs.google.com/presentation/d/1_HdEZR4MgTw11PSDO4anS6l9KRHTvrXmQTy57O1M-mI/edit#slide=id.p

Part 1- Getting to Know a Character as a Friend (Approximately 9 Days)

Standards:

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

RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.

RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Mentor Text for the Unit: Because of Winn-Dixie by Kate DiCamillo

Please follow the pacing guide to make sure you and your readers are prepared for each session ahead of time. Pacing Guide can be found on pages XV-XVI of the book Character Studies.

Lesson-Session 1 pg.4- Readers Notice How a New Character Talks and Acts

You will teach students that readers get to know the main character in their book in the same way that they get to know a new friend, noticing how the character talks and acts.

Lesson-Session 2 pg.12- From Observations to Ideas: Readers Think, "What Is My Character Like?"

You will teach students that once readers have gotten to know some things about a new character, they study their observations to think, "What kind of person is this?"

- Suggested Homework- READING WITH YOUR IDEA IN MIND

- Students today you spent a lot of time creating theories about our characters. Tonight as you read you might notice that your character does or says something that reveals more of their character traits. It is important to remember what it is the character did or said that added to your thinking, so make sure to stop and jot!

Lesson-Session 3 pg.26- Noticing Patterns, Seeing More: Growing Theories About a Character

You will teach students that once readers move forward in a book, they notice patterns in a character's actions and feelings, and they use those patterns to develop a theory about the character.

- Take 2 Days to complete this lesson:

- Day 1: Focus only on a character's actions. Spend time modeling what kinds of actions you pay attention to and what that can help you decide about a character.

- Day 2: Focus on a character's feelings. Spend time modeling how to notice how a character is feeling as it usually comes from their actions.

- Suggested Homework- NOTICING PATTERNS TO SEE MORE IN YOUR READING LIFE

- Students today you worked on recognizing patterns in a story. You learned to see how the repetitive things your character says, does, and feels helps you develop theories about your

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characters. Before you read tonight, write down what types of patterns you think you notice- are they patterns based on how my character thinks, feels, or reacts? Or are they based on what my character says or does? As you read be sure to stop and jot your ideas!

Added Lesson-Lesson 6.9 Back Up Ideas About Characters with Evidence (The Reading Strategies Book 2.0 by Jennifer Serravallo pg.215)

You will teach students that to focus on an idea you've had about the character it is important to reread and find a line where the character says or does something that connects to the idea.

Lesson- Session 4 pg.35- Growing Bigger Theories About a Character: Asking Why

You will teach students that once readers have developed theories about characters, they challenge themselves to dig deeper, asking, "Why might the character be this way?" and then to think, "My bigger ideas about the character is that..."

● Suggested Homework- READERS BEGINNING, MIDDLE, AND END-OF-BOOK ASSIGNMENTS

○ Students before you read tonight think about where you are in your book.

■ If you're starting a book, are you noticing where your character lives? What he cares about? What he says and does?

■ If you are in the middle, are you noticing patterns? Growing an idea or theory about your character?

■ If you are at the end, are you noticing how things turn out for the character?

○ Take note of where you are, and jot down your ideas about your character based on where you are in your book.

Lesson-Session 5 pg.43- Using Theories About Characters to Predict

You will teach students that once readers understand a character in deeper ways and have a sense of who the character is, readers can use this knowledge to predict.

● Suggested Homework-MAKING PREDICTIONS BASED ON CHARACTERS' PATTERNSOR YOUR OWN EXPERIENCES

○ Students remember that predictions come in all shapes and sizes. You can predict by thinking about patterns in a character's behavior and wants. What does this character do and say over and over again? What is it that the character really wants and what causes him to make important choices? You can also predict by thinking about your own experiences. Have you been in a similar situation? What did you do? Using your experience, how do you think your character might think or react?

Lesson- (Summative Assessment)-

CommonLit- "The View from Left Field" by Kelley Murphy (Character Development- Lexile 550)

<https://www.commonlit.org/en/texts/the-view-from-left-field>

○ This should be done online so students can practice testing online in preparation for the NJSLA administration in the spring. (Time- Approximately 30 minutes)

○ The lexile level for grade 3 is 520L-820L.

○ What Is a Lexile Level? A Lexile measure is a valuable tool. It serves two unique functions: it is the measure of how difficult a text is OR a student's reading ability level.

The Lexile Framework was developed by MetaMetrics©, an educational assessment and research team, funded originally by the National Institute of Child Health and Human Development.

NJSLA Test Prep (Summative Assessment)- Lesson-Students read the text "Me First" by Helen Lester. Then answer questions 4&6. This should be done online so students are familiar with the format for the NJSLA administration in the spring. (Time- Approximately 45 minutes)

NJSLA Practice Test- Assessment "Me First" pgs. 10-16

https://nj.mypearsonsupport.com/resources/Practice-Tests/ela/PaperPracticeTests/PC200303-001_G3ELATBAB_Pr.pdf

For Additional NJSLA Test Prep Resources Visit: NJ DOE Digital Item Library NJ Digital Item

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Library - <https://nj.digitalitemlibrary.com/home>

Part 2- Following a Character's Journey (Approximately 16 Days)

Standards:

RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.

RL.MF.3.6 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in the story (e.g. create mood, emphasize aspects of a character or setting)

Mentor Texts for the Unit:

Peter's Chair by Ezra Jack Keats

Because of Winn-Dixie by Kate DiCamillo

Amber Brown Series by Paula Danziger

Lesson- Session 7- Stories Are Shaped Like a Mountain: Readers Watch Characters Go Up-and Down pg. 58

You will teach students that all characters move across a story in predictable ways. Readers understand how characters fit into the shape of a story.

- Suggested Homework- TRACKING YOUR NEW CHARACTER's CLIMB UP THE MOUNTAIN

- Students today you will track your character's story mountain. Draw a story mountain and place your character on it. Then reflect, is the character having an easy time in his life, with nothing much happening to him? Are things flat and uneventful? OR has he faced some challenge or a problem? Add events to your story mountain to support your thinking.

Lesson-Session 8: Readers Expect Character to Face-and React to-Trouble pg.69

You will teach students that readers expect characters to face problems. Readers notice problems characters face and also how they react to these.

- Suggested Homework- TRACKING YOUR NEW CHARACTER's CLIMB UP THE MOUNTAIN

- Students continue to track your character's story mountain by adding to your story mountain from last night. Then, reflect on what you think your character's major problem is and write it down.

Lesson-Session 9: Readers Notice the Roles Secondary Characters Play in the Main Character's Journey pg.79

You will teach students that readers pay close attention to the roles that secondary characters in a story play in the main character's journey. Readers ask themselves, "Why did the author put this guy into this story?"

- Suggested Homework- SECONDARY CHARACTERS HAVE THEIR OWN JOURNEYS

- Students today you turned your focus to the secondary characters in your books. Tonight you will create a story mountain just for your secondary character. Then compare it to your main character's story mountain. How are these two the same? Different? What does this tell us about each of the characters?

Lesson- Session 10: Noticing the Roles Illustrations Play in a Story pg. 87

You will invite students to investigate the question "Why might authors include illustrations?" and "What do pictures contribute or add to stories?"

- Day 1: Complete the lesson using Peter's Chair

- Day 2: Repeat the lesson using one of your mentor texts (either Because of Winn-Dixie or Amber Brown)

- Supporting Questions:

- How does the illustration help tell the story?

- What does the illustration convey to you about the character (setting)?

- What is the illustration's contribution to the story?

- What mood does the illustration portray? Did it help you understand the text?

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- What do the illustrations tell you about what the character is like?
- How do the illustrations help you understand what is happening in the story?
- Suggested Homework- MATCHING ILLUSTRATIONS TO KEY PARTS IN A STORY
 - Students after you read tonight, draw a picture to represent the mood, setting, or ideas you are having about the character's feelings and relationships. Be ready to discuss your work tomorrow during conference time!

Lesson-Session 11: Readers Pay Close Attention to the Climax of a Story, Noticing How the Main Character Is Tested pg. 95

You will teach students that as readers near the end of a story, they anticipate that things will heat up and that the characters will be tested in some way. When this happens, readers notice how the character reacts, the choices he makes that set him in a new direction, and they reflect on the significance of this moment in his journey.

- Suggested Homework- NOTICING THE ESCALATION BEFORE THE BOILING POINT
 - Students as you read pay attention to when things heat up in your story. Sometimes things can escalate before the climax. When this happens, write down how your character responds. Does he make big choices? Does she do something she might later regret?

Lesson-Session 12: Readers Notice How a Character Resolves Big Trouble pg.104

You will have students notice how a character's traits and resources help the character solve a big problem.

Added Lesson-Lesson 5.28 Consider How the Setting Impacts the Character (The Reading Strategies Book 2.0 by Jennifer Serravallo) pg.192

You will teach students that when the author describes the setting it is important to connect it to how a character thinks and feels.

- Strategy: When the author describes the setting, slow down. Picture the details the author is giving you about the time and place. Notice what's happening in the time or place alongside what a character thinks or feels. Think, "How does the setting impact the character?"

Lesson- Session 13- Readers Learn Lessons Alongside Their Characters

You will teach students that as a story nears the end and a character resolves her problems, characters, and readers, too, learn lessons.

- Suggested Homework- LEARNING LESSONS ALONGSIDE THE SECONDARY CHARACTERS IN A STORY
 - Students tonight after you read think about all of the things your characters have learned and what lessons they may have learned. Write down your thoughts using the following prompts to help you:

- In life...
- Often people...
- It is important to...

Added Lesson- Summative Assessment- Teachers should set up a free account at

<https://www.workybooks.com/>

- Students read the texts "Morning Chaos!" Diary Entries and consider the illustrations as they are reading. Students should then answer the written response questions using RACES to support their work.

NJSLA Test Prep (Summative Assessment)-Students reread the texts "Johnny Chuck Finds the Best Thing in the World" by Thornton W. Burgess and "Me First" by Helen Lester. Then answer questions 5 & 7. This should be done online so students are familiar with the format for the NJSLA administration in the spring. (Time- Approximately 30 minutes)

NJSLA Practice Test- Assessment "Me First" pgs. 10-16

https://nj.mypearsonsupport.com/resources/Practice-Tests/ela/PaperPracticeTests/PC200303-001_G3ELATBAB_Pr.pdf

For Additional NJSLA Test Prep Resources Visit: NJ DOE Digital Item Library NJ Digital Item

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Library - <https://nj.digitalitemlibrary.com/home>

Part 3- Comparing and Contrasting Characters Across Books (Approximately 9 Days)

Standards:

RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.

RL.C.T.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).

Alternate Mentor Texts for this Part (Optional):

Amber Brown Is Not a Crayon by Paula Danziger

Amber Brown You Can't Eat Your Chicken Pox by Paula Danziger

Note: In this part of the unit you will teach students how to compare and contrast elements of literary text written by the same author (if using alternate text- author Paula Danziger). You may read excerpts from each book or chapters for comparison.

Lesson-Session 15- Comparing Characters: Noticing Similarities and Differences pg. 130

You will teach students that readers can think comparatively across books that go together in some way.

They think about how the main characters are similar-the ways they behave, the things they say, as well as what they care about. They also think about how the characters are different.

● Suggested Homework- COMPARING CHARACTERS USING SENTENCE PROMPTS AND ORGANIZERS

○ Readers, tonight as you read, notice other ways that your new main character is similar to—and different from—another character.

○ Try some thinking prompts: "This character reminds me of _____ because he/she is (or talks/acts/feels/likes/dislikes) _____." "This character is different from _____ because he/she is (or talks/acts/feels/likes/dislikes) _____."

○ You might also choose to use a T-chart to help you organize what is similar about the character and what is different.

Session 16- Readers Compare Problems Characters Face-and Their Reactions pg. 139

You will teach students that one important way readers compare characters in two books is to notice and name the kinds of problems each one has, and the ways in which they react to these.

Added Lesson-Lesson 7.11 Label a Theme (as a Concept/Idea) (The Reading Strategies Book 2.0 by Jennifer Serravallo) pg.249

You will teach students to identify themes by summarizing the gist of events in a story and think about what life lesson they can draw from that summary.

● Strategy: Think back to events of the story you've read so far, quickly summarizing or stating the gist of events. Then, think "What's a word or short phrase that captures a theme (as a concept/idea) this story explores? Use the list of common themes to help you

Added Lesson-Lesson 7.5 Notice How Characters Respond (The Reading Strategies Book 2.0 by Jennifer Serravallo) pg.243

You will teach students to consider the actions of characters, identify their responses, and develop a life lesson from those responses.

● Strategy: Consider the actions of one character and how they impact another character. Notice how the character responds. Think, "What can I learn from their response?"

Added Lesson-Lesson 7.9 Find Different Lessons Within a Series (The Reading Strategies Book 2.0 by Jennifer Serravallo) pg.247

You will teach students to think across a series to identify problems that result in themes that carry across texts.

● Strategy: Identify the different problems in the books you've read from within the same series. Think about a lesson the character learned based on each problem. State different lessons from each book.

Session 18- Comparing and Contrasting the Lessons Characters Learn

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You will teach students that another way to draw comparisons across books is by studying the lessons the characters learn from the problems they encounter.

Added Lesson- Comparing and Contrasting Paragraph Writing

You will teach students to create a paragraph comparing and contrasting character traits, settings, plots and themes.

- You should use your class notes from the previous lessons to support this work.
- You should also be using your Amber Brown Series mentor texts.

Example Paragraph Frames

1. _____ and _____ have many differences. The most important difference is _____. Another difference is _____. Finally, _____.
2. _____ and _____ are similar in many ways. For example, _____. Furthermore, they both _____. A final similarity is _____.
3. _____ and _____ are similar in some ways, but different in others. For example, they both _____. Despite this similarity, they are different because _____. This difference is important because _____.

Reference: <https://teachingmadepractical.com/compare-and-contrast-essay/>

Added Lesson- (Summative Assessment) Comparing and Contrasting Two Fiction Texts

Students will read two short texts and compare and contrast them first using a Venn Diagram to organize their ideas, then as a paragraph response using their paragraph frames as an example. (Time approximately 60 minutes)

- [comparing-two-fiction-texts.pdf](#)

-<https://drive.google.com/file/d/10skK6vP86n1nAmoXQAlyRevCLgc8SB4J/view>

- Please score using the NJDOE NJSLA Rubric to Score the Assessment.-

<https://nj.mypearsonsupport.com/resources/reporting/ELAWritingRubricsGrades3-HighSchool.pdf>

NJSLA Test Prep (Summative Assessment)-You will use the Unit 3 Post Assessment in Linkit!

Students reread the texts “Jump!” by Sarah Matson. Then answer questions 1-4. This should be done online so students are familiar with the format for the NJSLA administration in the spring. (Time approximately 60 minutes)

Bend I: Getting to Know a Character as a Friend

Start with Assessment- Read Information (Printing and Copying Materials)

Session 1: Readers Notice How a New Character Talks and Acts

You will teach students that readers get to know the main character in their book in the same way that they get to know a new friend, noticing how the character talks and acts.

Session 2: From Observations to Ideas: Readers Think, “What Is My Character Like?”

You will teach students that once readers have gotten to know some things about a new character, they study their observations to think, “What kind of person is this?”

A Day for Assessment- “The Bully and the Can Queen” (Online Resources)

Session 3: Noticing Patterns, Seeing More: Growing Theories About a Character

You will teach students that once readers move forward in a book, they notice patterns in a character’s actions and feelings, and they use those patterns to develop a theory about the character.

Session 4: Growing Bigger Theories About a Character: Asking Why

You will teach students that once readers have developed theories about characters, they challenge themselves to dig deeper, asking, “Why might the character be this way?” and then to think, “My bigger ideas about the character is that...”

Session 5: Using Theories About Characters to Predict

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You will teach students that once readers understand a character in deeper ways and have a sense of who the character is, readers can use this knowledge to predict.

Session 6: Taking Stock and Self-Assessing: Looking at Checklists, Noticing Strengths and Weaknesses, and Making New Reading Goals

You will have students study their writing about reading and use the Narrative Reading Learning Progression to analyze their work and set new reading goals.

Bend II: Following a Character's Journey

Session 7: Stories Are Shaped Like a Mountain: Readers Watch Characters Go Up-and Down

You will teach students that all characters move across a story in predictable ways. Readers understand how characters fit into the shape of a story.

Session 8: Readers Expect Character to Face-and React to-Trouble

You will teach students that readers expect character to face problems. Readers notice problems characters face and also how they react to these.

Session 9: Readers Notice the Roles Secondary Characters Play in the Main Character's Journey

You will teach students that readers pay close attention to the roles that secondary characters in a story play in the main character's journey. Readers ask themselves, "Why did the author put this guy into this story?"

Session 10: Noticing the Roles Illustrations Play in a Story

You will invite students to investigate the question "Why might authors include illustrations?" and "What do pictures contribute or add to stories?"

Session 11: Readers Pay Close Attention to the Climax of a Story, Noticing How the Main Character Is Tested

You will teach students that as readers near the end of a story, they anticipate that things will heat up and that the characters will be tested in some way. When this happens, readers notice how the character reacts, the choices he makes that set him in a new direction, and they reflect on the significance of this moment in his journey.

Session 12: Readers Notice How a Character Resolves Big Trouble

You will have students notice how characters draw on traits and internal resources that have had all along to resolve their problems.

Session 13: Readers Learn Lessons Alongside Their Characters

You will teach students that as a story nears the end and a character resolves her problems, characters, and readers, too, learn lessons.

Session 14: Linger with a Story After It's Done: Looking Back to Analyze Author's Craft

You will teach students that once they get to the end of a book, expert readers think about how all the parts fit together to make the whole story. Readers examine how the parts of a story go together, noticing what particular parts do, as well as how parts connect.

Bend III: Comparing and Contrasting Characters Across Books

Session 15: Comparing Characters: Noticing Similarities and Differences

You will teach students that readers can think comparatively across books that go together in some way. They think about how the main characters are similar-the ways they behave, the things they say, as well as what they care about. They also think about how the characters are different.

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Session 16: Readers Compare Problems Characters Face-and Their Reactions

You will teach students that one important way readers compare characters in two books is to notice and name the kinds of problems each one has, and the ways in which they react to these.

Session 17: Readers Ask, “What Makes You Say That?” Engaging in Text-Based

Mini-Arguments About Characters

You will teach students that readers can develop debatable ideas about characters across books by exploring a big question with no one “right” answer. They can use mini-arguments to share their ideas, supporting them with evidence from the text.

Session 18: Comparing and Contrasting the Lessons Characters Learn

You will teach students that another way to draw comparisons across books is by studying the lessons the characters learn from the problems they encounter.

Session 19: Celebration

You will have students work with their book clubs to develop text set book lists to be displayed within the school community.

| | |
|-----------------------------|---|
| Unit Plan Title | Unit – Research Clubs: Elephants, Penguins, and Frogs, Oh My! (Book 4) |
| Suggested Time Frame | February/March |

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MULTILINGUAL LEARNER READING CURRICULUM GRADE 3

Overview / Rationale

In this unit, students will form research reading clubs. To teach the skills in the unit, you will conduct a whole class research project on one animal. Students will apply these skills to their own research reading clubs. Each club studies its own animal in Part 1, another animal in Part 2, then compares and contrasts those animals as they fit into the larger topic of “animal kingdom” in Part 3. Finally, the clubs research a more overarching concept like adaptation for survival, noting how that concept applies to other animals they have studied in their clubs and to the animals they have also learned about. The unit ends with children applying what they have learned about animals to a real-world project such as the challenge to design a better zoo.

Stage 1 – Desired Results

WIDA STANDARDS 2020:

WIDA STANDARDS 2020:

ELD-SI.K-3.Inform

- Define and classify objects or concepts
- Describe characteristics, patterns, or behavior
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

ELD-SI.K-3.Explain

- Share initial thinking with others
- Compare and contrast objects or concepts

ELD-LA.2-3.Inform.Interpretive

Interpret informational texts in language arts by

- Identifying the main idea and key details
- Referring explicitly to descriptions for themes and relationships among meanings
- Describing relationship between a series of events, ideas or concepts, or procedural steps

ELD-LA.2-3.Inform.Expressive

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Add details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout text

Established Goals:

New Jersey Student Learning Standards - English Language Arts 2023

RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.

RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.

RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.

RI.PP.3.5. Distinguish their own point of view from that of the author of a text.

RI.AA.3.7 Describe the logical connection between particular sentences and paragraphs in a text (E.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.

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Established Goals:

New Jersey Student Learning Standards - English Language Arts 2016

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

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

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

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

RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

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

SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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

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

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

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

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

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Computer Science and Design Thinking

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| Interdisciplinary Connections | |
|--|--|
| <p>Computing Science</p> <p>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.</p> <p>Interdisciplinary Connections</p> <p>New Jersey Student Learning Standards for Science 2020</p> <p>3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.</p> <p>3-LS2-1 Construct an argument that some animals form groups that help members survive</p> | |
| Career Readiness, Life Literacies, and Key Skills | |
| <p>9.2 Career Awareness, Exploration, Preparation, and Training</p> <p>Career Awareness and Planning:</p> <p>9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</p> <p>9.2.5.CAP.2: Identify how you might like to earn an income.</p> <p>9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.</p> <p>9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.</p> | |
| <p>Essential Questions: How do I prepare for and conduct a research project? • How do I grow ideas about nonfiction? • How do I apply the knowledge I learned through my research?</p> | <p>Enduring Understandings:</p> <p><i>Students will be able to understand:</i> Topics can be researched using multiple text sources. • Topics can be broken down into subtopics, which can be compared and contrasted across multiple text sources. • Nonfiction texts have various text structures such as cause and effect and compare and contrast to support the content in a meaningful way.</p> |
| <p>Knowledge:</p> <p><i>Students will know:</i> Researchers use domain-specific vocabulary that relates to their subject. • Nonfiction texts have different features than fiction texts and should be read differently. • Proficient readers use text evidence when explaining what the text says and when making inferences about the text. • Researchers reference multiple sources when conducting research.</p> | <p>Skills:</p> <p><i>Students will be able to...</i> Synthesize information across different texts. • Compare and contrast two topics and/or subtopics. • Develop evidence-based theories.</p> |

| Student Resources |
|---|
| <p>Rich selection of diverse books.</p> <p>Reading Log</p> <p>https://www.heinemann.com/jenniferserravallo/resources/assets/rsb-reading_log.pdf</p> |

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| Teacher Resources |
|--|
| <p>Units of Study for Teaching Reading by Lucy Calkins, 2015, ISBN-13: 978-0-325-07714-7</p> <ul style="list-style-type: none"> ● Research Clubs: Elephants, Penguins, and Frogs, Oh My! (Book 4) ● www.heinemann.com <p>Instructional Guidance:</p> <p>Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers 2024 https://docs.google.com/document/d/1syUlWqFjgYQfXVnFKfHWKJGSg-OpvqGFnRgs-3Jt_gY/edit</p> <p>The Reading Strategies Book 2.0 by Jennifer Serravallo</p> <p>Imagine Learning- https://www.imaginelearning.com/</p> <p>NJSLA Practice Test-Grade 3 https://nj.mypearsonsupport.com/resources/Practice-Tests/ela/PaperPracticeTests/PC200303-001_G3ELATBAB_Pr.pdf</p> <p>NJDOE NJSLA Constructed Response Rubric https://nj.mypearsonsupport.com/resources/reporting/ELAWritingRubricsGrades3-HighSchool.pdf</p> <p>NJ DOE Digital Item Library NJ Digital Item Library</p> <p>Informational Reading Learning Progression Rubric</p> <p>Informational Learning Progression-Grades 2-4.pdf</p> <p>CommonLit- https://www.commonlit.org/en/texts/under-the-ice</p> <p>Newsela- https://www.newsela.com</p> <p>Epic! https://www.getepic.com/</p> <p>Compare and Contrast Essay (Paragraph Frames)- https://teachingmadepractical.com/compare-and-contrast-essay/</p> <p>Checkpoints for Reading Growth 7.17.17 Copy.pdf</p> <p>Neptune Township Board of Education Approved Technology List: https://www.educationframework.com/Districts/main.aspx?districtid=30623</p> <p>For Additional Lessons- See RAZ-Plus- Extreme Animals by Kathie Lester (Lexile 700) raz_lq34_extremeanimals_clr.pdf - https://drive.google.com/file/d/1Nu6K8O-8GR8TVLmL3-dKnEeJ3hJuX1eC/view</p> <p>Sharks by Kira Freed (Lexile 790) raz_lq40_sharks_clr.pdf - https://drive.google.com/file/d/163JAwYN6bGtMLRmNgK8nAhJIG2w-Q21r/view</p> <ul style="list-style-type: none"> ● Log into your RAZ-Plus account for additional information. <p>Mentor Texts:</p> <p>The Life Cycle of an Emperor Penguin by Bobbie Kalman</p> <p>Penguins by Bobbie Kalman</p> <p>The Penguin by Béatrice Fontanel</p> <p>Gorillas by Lori McManus (Also used in previous unit)</p> <p>Frogs and Toads by Bobbi Kalman and Tammy Everts</p> <p>Cactus Hotel by Brenda Z. Guiberson and Megan Lloyd</p> <p>Gorillas by Grace Hansen (Also used in previous unit)</p> |

| Stage 2 – Assessment Evidence |
|--|
| <p>Pre-Assessment:</p> <p style="padding-left: 40px;">Performance Pre-Assessment - “The Bully and the Can Queen”</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Running records ● Conference notes ● Small group work notes |

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- DRA winter assessment
- ELA Form B Benchmark - LinkIt!
- STAR winter assessment (Librarians administer)

Summative Assessment:

Performance Post Assessment - "Jump!"

Summative Assessment:

LinkIt! Post Assessment for Unit-Research Clubs: Elephants, Penguins, and Frogs, Oh My!
 "Pickle-Flavored Ice Cream" and "How Do Big Ice Cream Companies Make Ice Cream?"

- STAR spring assessment (Librarians administer)
- Student Project- Finding Solutions to Real Life Animal Problems
- "Ladybug Law" by Ellen Feldman (Lexile 780)

Stage 3 – Learning Plan

Multilingual Learner Reading Comprehension Strategies:

Model "what good readers do" to get information from expository text

Think aloud-Read an introductory portion of the text to the class. Pause to model what you are thinking out loud, such as by describing what you know about the text.

Discuss and summarize the information-After reading a piece of text, ask your students to discuss the reading together and summarize it either verbally or in writing. You can also ask questions to test their understanding. If you want to further stimulate discussion, prepare some open-ended questions to have your students reflect on what they just read.

Have students reread the same material to see if they discover something new-Let students know that it's okay to read something a second time if they did not fully understand it the first time. Often it's good to go away for a while and reread a piece of text with 'fresh' eyes. Practice highlighting: Students can practice highlighting text on worksheets or by using this method: Give each student a clear plastic overhead sheet and a "write-on/wipe-off" marker. Have the student paperclip the plastic sheet to a page in the textbook and work together to circle new vocabulary words and underline key points. The plastic sheets can be wiped off and used again.

Demonstrate how to figure out vocabulary-As you come to new vocabulary words, pause and think about how you can figure out what that word means. Show how you look for clues such as commas after the word that contain a definition, or show how the word is related to something else you know such as a root word or cognate in another language. Finally demonstrate how to ask someone next to you for help with the word, or refer to your personal dictionary of new words that you've created for the unit.

Use a graphic organizer- Determine what you need to know in the text and show how to complete a graphic organizer. Talk about how the graphic organizer will help you remember the important information in the text.

<https://www.hmhco.com/blog/free-graphic-organizer-templates>

<https://www.readinga-z.com/comprehension/reading-graphic-organizers/>

Book 4- Research Clubs: Elephants, Penguins, and Frogs, Oh My!

Time: Approximately 31 Days

Instructional Guidance:

Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers 2024

https://docs.google.com/document/d/1syUlwqFjgYQfXVnFKfHWKJGSg-OpvqGFnRgs-3Jt_gY/edit

- Guided Reading Groups are conducted every day (10-15 minutes per group).

Use data to group students. Choose an instructional level text and increase the level as students

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become proficient readers. Please see the Checkpoints for Reading Growth Expectations document- Checkpoints for Reading Growth 7.17.17 Copy.pdf -

<https://drive.google.com/file/d/1U2YAbpUIS747X1IT5e-rfm8FJBqbh1SG/view>

- Choose instructional level text that is appropriate for the genre of study.

For more information on the Structure of a Guided Reading Lesson: See

Structure of A Guided Reading Lesson .pdf from The Fountas and Pinnell Literacy Continuum, Grades Pre-K-8, Pinnell and Fountas (2017). pg. 402 -

<https://drive.google.com/file/d/1bE6uSmU7ZXJzpElwyg--LfN2Yx2znSmp/view>

- Guided Reading Lesson Plan Template- Copy of F&P Guided Reading Template -

https://docs.google.com/document/d/1ZR4KGBp6EDK1JBHnQTRschDyo7kvSl64_rHVwxV64bM/edit

Guidance for how to teach the added lessons using The Reading Strategies Book 2.0 by Jennifer Serravallo. How to Use The Reading Strategies Book 2.0 for Whole Group Lessons

https://docs.google.com/document/d/1uJXKiHi0brpXbNb3z2FH5zNVKYhVDvi57HtKsMrX_HU/edit?usp=sharing

Getting Ready- Please read the Getting Ready section prior to teaching this unit pgs. xv-xvi.

As always, please preview the resources before giving them to your students to make sure they are best-suited for your particular class.

Important Note: Use grade level (or slightly above grade level) text as your teaching resource when choosing additional text from the Board of Education approved resources. Please review the “Checkpoints” document to ensure the appropriate level text is being used.

Checkpoints for Reading Growth 7.17.17 Copy.pdf -

<https://drive.google.com/file/d/1U2YAbpUIS747X1IT5e-rfm8FJBqbh1SG/view>

Neptune City Board of Education Approved Technology List:

<https://www.educationframework.com/Districts/main.aspx?districtid=30623>

Interactive/ Instructional Read Aloud- 10-15 Minutes Daily

Teachers will conduct an Instructional/Interactive Read Aloud every day for 10-15 minutes. During the interactive/instructional read-aloud, the teacher reads aloud a selected text to children, occasionally pausing for conversation. The instruction (stopping points) is organized for highly intentional teaching. The texts are on or beyond the instructional reading level for a particular grade. The text-based discussion and strategies help children to construct meaning.

Structure of an Interactive Read- Aloud Lesson

- Introduce the Text -Engage student interest and activate thinking.
- Read the Text- Stop a few times to invite thinking and a brief conversation. Students may turn and talk in pairs or threes, etc.
- Discuss the Text- Invite students to talk about the book. As students reflect on the meaning of the whole text, guide them toward some of the key understandings and main messages of the text.
- Revisit the Text- (Optional) You may want to revisit the book (on the same day or on subsequent days) to reread it, or parts of it, so that students can notice more about how it is crafted and build a deeper meaning.
- Respond to the Text- (Optional)- Engage students in additional experiences to enhance their appreciation and interpretation of the text, e.g., writing about reading, art, drama, and inquiry-based projects.

Use the mentor text for the unit for the Read Aloud as well as the mini-lessons.

Part 1- Researching a Topic (Approximately 11 Days)

Reminder: Students should have varied levels of nonfiction books/texts specifically grouped by animal type in order to research and to read during independent reading time. They will be able to practice the skills they are learning or have learned independently and in partnerships.

Standards:

RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of

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an informational text, referring explicitly to textual evidence as the basis for the answers.

RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.

RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.

RI.PP.3.5. Distinguish their own point of view from that of the author of a text.

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Note: In order to identify the main idea of a nonfiction text, students need to comprehend the text they are reading (including reading and understanding the vocabulary), identify the key details, distinguish between important details and interesting details, and determine how those details connect or relate to one another.

Added Lesson: Note Taking- “Take Notes to Remember Text Details”

You will teach students to engage in their reading by stopping and jotting as note taking when they are reading their texts.

- Refer to The Reading Strategies Book 2.0 by Jennifer Serravallo Lesson 13.2 pg. 420

- Strategy- When you come to a detail in the text that you want to remember, either to think more about or to share with others, pause and take notes.

- Lesson Language- Remind students that writing can help them hold on to important details that you may want to return to (and will return to in the 2nd and 3rd parts of the unit) to help review or remember especially when working as a group to research.

- Use your class research book as the mentor text for this lesson- The Life Cycle of an Emperor Penguin by Bobbie Kalman

Added Lesson: Note Taking- “Consider If an Idea is Worth Writing Down”

You will teach students to engage in their reading by stopping and jotting as note taking when they are reading their texts.

- Refer to The Reading Strategies Book 2.0 by Jennifer Serravallo Lesson 13.3 pg. 421

- Strategy- When you realize you have thought while reading, stop and think, “Will writing this thought down help me? Do I need to hold on to this thought to share with my partner/club? Do I need to write it down to share with my teacher? Do I need to jot to help myself remember my ideas?” If yes, quickly jot (on a sticky note next to where you got the idea or in your notebook with a page number for reference), and keep reading.

- Use your class research book as the mentor text for this lesson- The Life Cycle of an Emperor Penguin by Bobbie Kalman

Lesson- Session 1 pg. 3: Revving Up for a Research Project: Readers Orient Themselves to a Text Set

You will teach students that to learn about a topic, researchers look over their resources and organize them, read an easy book to get an overview, and skim tables of contents and illustrations to glean main subtopics.

- Homework- READING MORE ABOUT YOUR ANIMAL- Students today you received a big bin of books on your topic. Continue to seek out information by researching online or going to a library. Keep reading your texts and taking notes!

Lesson- Session 2 pg. 10: Cross-Text Synthesis

You will teach students that as researchers dig into a topic, they identify subtopics within it, and as they read more about the subtopics, they synthesize the information the way experts do.

- Homework- CONTINUING YOUR READING AND RESEARCH- Students with your research underway it is more important than ever to keep reading on your topic! Read for at least 30 minutes tonight about your topic and be sure to take notes to share with your

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group!

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Added Lesson: Synthesizing Information- "Name the What and So What"

You will teach students to identify the main topic within a text and distinguish their own point of view from that of the author of a text.

- Refer to The Reading Strategies Book 2.0 by Jennifer Serravallo Lesson 8.6 pg. 278
- Strategy- First, identify the main topic (of the whole text or section). Then ask yourself, "So what about it?" To answer that question, collect information related to the topic and identify the angle, idea, or perspective that the author brings to the topic.
- After establishing the author's perspective, what is your point of view?

Use prompts below to help distinguish the author's viewpoint: Create an anchor chart for students to reference

DETERMINE THE AUTHOR'S POINT OF VIEW

- Step 1 What is the text mostly about?
- Step 2 Find clues for the author's opinions and feelings about the topic in:
 - opinion and feeling words.
 - nonliteral (figurative) language.
 - descriptive language.
- Step 3 Put the clues together to identify the author's point of view.
- After establishing the author's perspective, what is your point of view?

DISTINGUISH PERSONAL VIEWS FROM THOSE OF THE AUTHOR

- Step 1 What is the text mostly about?
- Step 2 Find clues to the author's point of view about the topic in:
 - opinion and feeling words.
 - nonliteral (figurative) language.
 - descriptive language.
- Step 3 What are YOUR opinions, beliefs, or feelings about the topic?
- Step 4 When is your point of view different from the author's? How?
- Do you have a strong opinion or feeling the author doesn't show?
- Does the author have an opinion or feeling you do not share?
- Use your class research books as the mentor texts for this lesson.
- The Life Cycle of an Emperor Penguin by Bobbie Kalman
- The Penguin by Béatrice Fontanel

Lesson- Session 3 pg. 21: Using the Lingo of Experts

You will teach students that as readers read more about a subject, they learn and use that subject's technical vocabulary.

- Homework-USING YOUR EXPERT LINGO- Students as you continue to read and research, make note about the new vocabulary that is specific to your topic. As you see a new word, write it down and discuss it with your family!

Lesson- Session 5 pg. 38: Growing Ideas and Nonfiction

You will teach students that readers can get ideas about nonfiction by paying close attention to the traits, motivations, and struggles of their nonfiction subject.

- Homework- WRITING TO GROW IDEAS- Students you have been reading and collecting all sorts of notes specific to your topic. Tonight, take a few minutes to reflect. Write down what you find interesting about your topic and why you think that. What were you surprised about? Did anything you notice upset you- why? Write it all down and be ready to share with your group.

Lesson- Session 6 pg. 47: Researchers Ask Questions

You will teach students that researchers analyze the information they collect, asking and answering the all-important question: Why?

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Added Lesson: Synthesizing Information- “Ask Questions, Form Main Ideas”

You will teach students to identify the main topic within a text and support them to notice how it compares to other main ideas on similar topics.

- Refer to The Reading Strategies Book 2.0 by Jennifer Serravallo Lesson 8.7 pg. 279
 - Strategy- Preview the text (or section) to figure out the topics(s). Wonder and ask questions about the topic(s). As you read, try to answer your questions. At the end of a part or the whole text, think back to your questions and answers and form a main idea by asking yourself, “What does it seem like the text is mostly about?”
- Use your class research books as the mentor texts for this lesson
 - The Life Cycle of an Emperor Penguin by Bobbie Kalman
 - The Penguin by Béatrice Fontanel

Lesson- Grade 3 Unit 4 Reading Post Assessment in Linkit! (Summative Assessment)-Students read the text, “Pickle Flavored Ice Cream?” by Ellie Court. Students will use the information in their text to synthesize ideas that fall within one subtopic of the text. Focus on question 3 (Time- 1 Reading Block).

Part 2- A Second Cycle of Research (Approximately 9 Days)

Standards

RI.IT.3.3.Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.AA.3.7 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

Note: Additional lesson added (if needed) for Analyzing Text Structure: Analyzing Text Structures with “Flopping Frogs” (Commonlit 5 Part Lesson). In this lesson, students will practice analyzing text structures. Students will understand how paragraphs build on one another and how authors organize their writing using specific text structures such as headings.

Flopping_Frogs__Target_Lesson_TEACHER_COPY__(1).pdf -

<https://drive.google.com/file/d/1WSrxRJ8bPBmp2AJWJSD7QV54nAGcf9eX/view>

Flopping_Frogs__Target_Lesson_STUDENT_COPY__(1).pdf -

https://drive.google.com/file/d/1v-moA_0XeMntpZV_bJdgXBWJLTUR81UK/view

Lesson-Session 7 pg. 52: Planning a Second Study

You will teach students that nonfiction readers plan how to study a new topic, using all they know about reading and research strategies.

- Review “To Research” Anchor Chart with students and model how you would plan for a new topic using mentor texts: Gorillas by Lori McManus and Gorillas by Grace Hansen
- It is important to remind students that we have done this work already and that we will master it in Part 2 of the unit to set us up for even bigger goals!
 - Homework- PLANNING FOR SUCCESS- Students you are continuing with your research journey with a fresh new topic. Create a space in your notebooks to track vocabulary, main ideas and supporting details, and the different subtopics you will read. Then put it to use as you read for 30 minutes.

Lesson- Session 9 pg. 60: Readers Notice Text Structures and Use Them to Organize Their Learning

You will teach students that when readers recognize the structure of the text they read, they can use those same text structures to help organize their notes and their learning.

- Homework- IDENTIFYING TEXT STRUCTURES- Students as you continue to read on your topic tonight, make note about the text structures you can identify in your reading and how you know. Was it in sequence? Are there boxes and bullets? Is there a problem and solution? Make a note of the page and the evidence to support your ideas.

Lesson- Session 10 pg. 68: Compare and Contrast

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You will teach children that readers recognize when authors use a compare-and-contrast structure in their nonfiction texts.

- Homework- COMPARING AND CONTRASTING BOOKS- Students tonight you will compare and contrast two of the texts you have read that are specific to your topic. Think about how the texts are similar and different. Do the authors say the same thing about your animal? Does one book have more detail than the other?

Added Lesson: Text Structure “Consider Structure: Compare and Contrast” (2 Days)

You will teach students to identify text structure to support specific points the author makes in a text.

- Refer to The Reading Strategies Book 2.0 by Jennifer Serravallo Lesson 8.16 pg. 288

- Strategy- Look for keywords that signal a compare-and-contrast structure in a text or part of a text. Think about what the author is comparing. Identify the similarities and think about what they have in common. Identify the differences and think about what they have in common. Then, craft a main idea statement that uses those commonalities to talk about both things.

- Use your class research books as the mentor texts for this lesson

- Gorillas by Lori McManus

- Gorillas by Grace Hansen

Lesson-Session 11 pg. 87: Cause and Effect

You will teach children that readers recognize when authors use a cause-and effect structure in their nonfiction texts.

Added Lesson: Text Structure “Consider Structure: Cause and Effect”

You will teach students to identify text structure to support specific points the author makes in a text.

- Refer to The Reading Strategies Book 2.0 by Jennifer Serravallo Lesson 8.15 pg. 287

- Strategy- Look for keywords that signal a cause-and-effect structure in a text or part of a text. Identify the cause(s). List out what happened (or could happen) as a result- the effect(s). When you think, “What’s this all mostly about?” make a statement that includes both the cause(s) and effect(s).

- Use your class research books as the mentor texts for this lesson

- Gorillas by Lori McManus

- Gorillas by Grace Hansen

Lesson-Session 12 pg. 96: Reading Closely, Thinking Deeply

You will teach students that nonfiction readers carefully consider the choices made by an author, and they read closely to understand why the author made those choices.

Lesson- Grade 3 Unit 4 Reading Post Assessment in Linkit! (Summative Assessment)-Students read the text, “Pickle Flavored Ice Cream?” by Ellie Court. Students will summarize the texts and distinguish the main idea from important details, write about why an author included a particular line in the text, and think about the similarities and differences within the text. Focus on questions 1 and 2. (Time- 1 Reading Block).

Part 3-Synthesizing, Comparing & Contrasting (Approximately 11 Days)

Standard

RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.

Lesson-Session 13 pg. 106: Experts Widen Their Field of Focus and See Patterns

You will teach students that nonfiction readers develop expertise about a topic by thinking about patterns and relationships.

- You are setting students up to look across various texts on the same subtopic within a bigger topic to support comparing and contrasting. (Example: sharks, tigers, penguins all belong to the bigger topic of “animal kingdom”)

- Homework- BECOMING MORE OF AN EXPERT- Students, continuing with your research journey and understanding how all animals might be similar and different,

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tonight you will read one section in each of your texts. After reading those two sections, write down what is similar about the sections and what is different.

Lesson-Session 14 pg. 115: Asking Questions, Growing Big Ideas

You will teach students that when readers research similarities and differences between things, they ask questions and form theories about their subjects, then make plans to read further to test those theories.

○ Homework- MOVING FROM QUESTIONS TO THEORIES TO NEW PLANS Students, continuing with your research journey and understanding how all animals might be similar and different, tonight you will reread your notes. Think about the similarities and differences of the animals you have researched. Write down some ideas about why those animals are different, and what makes them similar.

Added Lesson: “Compare and Combine Main Ideas Across Texts”

You will teach students to identify text structure to support specific points the author makes in a text.

- Refer to The Reading Strategies Book 2.0 by Jennifer Serravallo Lesson 8.20 pg. 292
- Strategy- Read a set of texts on the same topic or related topic(s). Articulate the main idea(s) of each individual text. Consider if there is a main idea that reads across all the texts. Consider how the main idea(s) in each text (or portions of each of the texts) differ.
- Use your class research books as the mentor texts for this lesson.

- Gorillas by Lori McManus

- Gorillas by Grace Hansen

- The Life Cycle of an Emperor Penguin by Bobbie Kalman

- The Penguin by Béatrice Fontanel

Lesson-Session 17 pg. 135: Adding Theories by Researching Big-Picture Concepts

You will teach students that researchers study all of the evidence they find to grow new evidence-based theories.

○ Homework- READ WITH YOUR THEORY IN MIND- Students tonight as you read one of your articles, keep your theory in mind. Add new information from your reading to your theory charts.

Lesson- Session 18 pg. 144: Learning to Apply the Knowledge Readers Develop Through Their Research

You will teach students that when researching to solve a real-world problem, researchers consider ways they might solve the problem, think about the information they need, and make a plan for the work they need to do.

- Day 1: Create the list of real life problems that animal researchers could tackle with the class and discuss. Choose one problem that you will begin tackling tomorrow.

- Day 2: Develop a list of possible research questions with your class that might need to be answered in order to solve the problem. Remind students that these questions become your research points that you will delve into your books to find answers to!

- Day 3: Model for students how to compare and contrast the most important points and key details presented in the two informational texts by completing a Venn Diagram explaining that this technique helps us reflect on our research further.

- Model how to brainstorm what information is shared within the two texts and place that information in the middle of the Venn Diagram.

- Ideally you could use one group's research to model what they have found so far and how to think critically about what is the same and what is different.

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- Day 4: Review “To Research Real Life Problems” Anchor chart (pg.149) and allow students to continue to research and reflect on their findings.

- Day 5 (optional): Use the Conferring and small group work (pg. 150) to Empower your students as they continue their research.

- Homework- PLAN YOUR HOMEWORK- Students, every night this week it is up to

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you and your groupmates to decide on your homework. What do each of you need to accomplish tonight to help get ready for your final project? Make a plan and write it down with your group, this will be your homework tonight!

Lesson-Session 19 pg. 154: Finding Solutions to Real-World Problems: A Celebration

You will celebrate the information your students have learned and the ideas they've grown by applying their learning to solving real-world problems.

- Students can create Google slides, posters, or create short essays to present their researched information that helps to solve their real life animal problems.

Lesson- Grade 3 Unit 4 Reading Post Assessment in Linkit! (Assessment)-Students read multiple texts; "Pickle Flavored Ice Cream", "How Do Big Ice Cream Companies Make Ice Cream?", and "Recipe for Making Ice Cream at Home." Students will summarize, synthesize, and compare and contrast the texts. Focus on question 4. (Time- 1 Reading Block).

Lesson Assessment- "Ladybug Law" by Ellen Feldman (Lexile 780) Commonlit Passage

Passage-Research is the careful study of something in order to gather information. In this text, a group of schoolchildren in North Dakota use their research to make a difference.

As you read, take notes on the kids' actions.

Students will take notes and answer the questions. Ladybug_Law-student_copy.pdf -

https://drive.google.com/file/d/1eoMs0wAOEoJIIaVJ5q7XyTNSa6cOxhJ_/view

Note: You will need to create a free account with Commonlit.com in order to access the answer key.

NJSLA Test Prep (Summative Assessment)- Lesson-Students read the article "A Howling Success" by Gerry Bishop and "The Missing Lynx" by Kathy Krankling. Then answer questions 13 and 14. This should be done online so students are familiar with the format for the NJSLA administration in the spring. (Time- Approximately 20-25 minutes)

NJSLA Practice Test- Assessment A Howling Success pgs. 22-35

https://nj.mypearsonsupport.com/resources/Practice-Tests/ela/PaperPracticeTests/PC200303-001_G3ELATBAB_Pr.pdf

For Additional NJSLA Test Prep Resources Visit: NJ DOE Digital Item Library NJ Digital Item Library - <https://nj.digitalitemlibrary.com/home>

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| Unit Plan Title | Unit - Reading Test Prep (Test Taking Strategies) |
| Suggested Time Frame | March/April |

Overview / Rationale

How to Approach Test Prep and Getting Started on Accessible Texts

There are two main approaches to testing preparation to get students ready for their daily learning and practice. First, students must be alert as they read. They should have expectations of how a text will go based on their understanding of a particular genre. In fictional stories, students should read thinking about what challenges the main character faces, and how he or she resolves these problems. Teach students to be alert for some of the predictable questions as they read, such as the lesson a text teaches, or the big, main idea of a text.

Secondly, students need to be able to read the question stem and predict the answer before looking at the answer choices. This way, as they read, they will do much more smart reading work, and will not be tempted by the distractors among the answers. In fact, the first few times students practice, you might choose not to give them the answer choices and instead have them write in the answer and/or circle in the text the part that supports their answer. Students are easily confused by multiple choice answers (that is the point of the distractors). Therefore, it is important to teach them how to construct a text-based response first, before revealing the possible answers.

Begin each week with a prompted read-aloud of one text with partner talk, and then have your students immediately answer the multiple-choice questions. If you start with realistic fiction, choose the easiest text first. Assess students' success. Decide if you need to address what the test is looking for when certain kinds of questions are posed. Do you need to teach your students to determine the meaning of vocabulary words by reading them in context? Do you need to teach them that the main idea or the theme usually refers to a big lesson the character learns or that we learn? Do this again the next day, probably with a prompted read-aloud, or if you think students are ready, with silent partner reading and partner talk as they go. Then, on the third day of the same genre, have students do silent reading and independent work while you work with small groups. Another option is to not make test prep an isolated act, but instead have partner work heavier on days two and three, and wean until partners meet on day five after they have read and answered the questions.

Stage 1 – Desired Results

WIDA STANDARDS:

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

ELD-SI.K-3.Inform

- Define and classify objects or concepts
- Describe characteristics, patterns, or behavior
- Sort, clarify, and summarize ideas

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- Summarize information from interaction with others and from learning experiences

ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

ELD-SI.K-3.Argue

- Ask questions about others' opinions
- Support own opinions with reasons

ELD-LA.2-3.Narrate.Interpretive

Interpret language arts narratives by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to event sequences
- Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

ELD-LA.2-3.Narrate.Expressive

Construct language arts narratives that

- Orient audience to context
- Develop story with time and event sequences, complication, resolution, or ending
- Engage and adjust for audience

ELD-LA.2-3.Inform.Interpretive

Interpret informational texts in language arts by

- Identifying the main idea and key details
- Referring explicitly to descriptions for themes and relationships among meanings
- Describing relationship between a series of events, ideas or concepts, or procedural steps

ELD-LA.2-3.Inform.Expressive

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Add details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout text

Established Goals:

New Jersey Student Learning Standards for English Language Arts 2023

- RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
- RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).
- RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.

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- RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.
- RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time,

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sequence, and cause/effect.

- RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
 - RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently. '
 - RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters.
 - RI.PP.3.5. Distinguish their own point of view from that of the author of a text.
 - RL.MF.3.6. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
 - RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
 - RI.AA.3.7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
 - RL.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).
 - RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.
- SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - D. Explain their own ideas and understanding in light of the discussion.
- SL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.PI.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

New Jersey Student Learning Standards - English Language Arts 2016

- RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
- RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

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

RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

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

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

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

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

Computer Science and Design Thinking Interdisciplinary Connections

Computing Science

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Connections New Jersey Student Learning Standards for Social Studies (2020)

6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.

6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.

Essential Questions: What can I do to prepare to answer questions based on a passage? • Can I predict the answers to questions based on a passage? • How do I analyze charts and graphs to determine important elements that answer questions?

Enduring Understandings:

Students will be able to understand: Test takers prepare for a test passage by quickly scanning the passage and questions to identify the type of passage it is. • Test takers prepare to answer questions by predicting the answers before finding them. • Test takers answer questions about charts and graphs by analyzing the information and the purpose of the chart.

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| <p>Knowledge: <i>Students will know:</i> Test takers preview the text to determine the genre and preparation for questions. • Test takers predict the answers and then find them in the text. • Test takers use charts and graphs to answer questions on the test.</p> | <p>Skills: <i>Students will be able to...</i> Scan passages and questions to determine the genre. • Predict answers before finding them. • Use charts and graphs to locate answers.</p> |
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| Student Resources |
|---|
| <p>Rich selection of diverse books. Commonlit.org https://www.commonlit.org/ New Jersey Student Learning Assessments (NJSLA) English Language Arts/ Literacy Practice Tests- https://nj.mypersonsupport.com/practice-tests/english/</p> |
| Teacher Resources |
| <p>New Jersey Student Learning Assessments (NJSLA) Resource Center New Jersey Assessments Resource Center - https://nj.mypersonsupport.com/ New Jersey Student Learning Assessments (NJSLA) English Language Arts/ Literacy Practice Tests English Language Arts Practice Tests - https://nj.mypersonsupport.com/practice-tests/english/ New Meridian Resource Center https://resources.newmeridiancorp.org/released-items/?fwp_subject_facet=ela-literary-analysis (Highly suggest using this website for specific NJSLA tasks) ACCESS for ELLs Practice Test- https://wida.wisc.edu/assess/access/preparing-students/practice Imagine Learning- https://www.imaginelearning.com/ Commonlit.org CommonLit - https://www.commonlit.org/ NJ Digital Item Library - https://nj.digitalitemlibrary.com/home 2011-2013 - https://www.ode.state.or.us/wma/teachlearn/testing/samples/2011_12/grade-3-sample-test.pdf 2009-2011 - https://www.ode.state.or.us/wma/teachlearn/testing/samples/2009_10/read_sampletest_enggr3_0911.pdf Sample items from Smarter Balanced Assessment Consortium - https://www.hawaiipublicschools.org/DOE%20Forms/Testing/ELAGrade3SampleItems.pdf grade-3-unit-7-condensed-revised-12-10-14_test_prep (1).docx - https://docs.google.com/document/d/1S7ip29vTaTjsU3XRDyEsuN3YGNNjdT6a/edit NJSLA ELA Features Review - https://www.youtube.com/watch?v=d6Bwkskn4s Grade 4 example, but appropriate for all tested grade levels.</p> <p><i>Units of Study for Teaching Reading</i> (Grade 3) by Lucy Calkins www.heinemann.com https://readingandwritingproject.org/</p> <p>Test Prep Unit as a Reference- http://www.woodburnsd.org/wsd-curriculum/wp-content/uploads/WSD-Third-Grade-Reading-Unit-6.pdf New Jersey Student Learning Assessments (NJSLA) Resource Center- https://nj.mypersonsupport.com/</p> <p>New Jersey Student Learning Assessments (NJSLA) English Language Arts/ Literacy Practice Tests-</p> |

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<https://nj.mypearsonsupport.com/practice-tests/english/>

The New Jersey Student Learning Assessments (NJSLA) Resource Center-
<https://nj.mypearsonsupport.com/>

Commonlit.org <https://www.commonlit.org/>

Stage 2 – Assessment Evidence

Formative Assessments:

- Informal teacher observations
- Quizzes
- Practice tests given throughout the unit
- Exit slips
- Conference notes
- Small group notes
- New Jersey Student Learning Assessments (NJSLA) English Language Arts/ Literacy Practice Tests-
<https://nj.mypearsonsupport.com/practice-tests/english/>

Stage 3 – Learning Plan

Multilingual Learner Reading Comprehension Strategies:

Test Taking Strategies

1. Build test-like structures into everyday instruction.

2. Scaffold the kinds of instructions students will hear in the testing situation.

3. De-mystify multiple choice tests and the “tricks” in a positive setting. Do not assume that students of any age know what a multiple-choice test is. Many multilingual learners have never learned multiple choice test strategies. Emergent students and those with limited or interrupted formal education (SLIFE) do not know how to take a test. Multilingual learners in 4-12 grades may have never received test strategies instruction.

4. Provide instructions or tests in the students' native language if they are available and allowed by the state, and if the native language truly is the student's stronger language.

5. Reinforce academic language consistently. Use synonyms of the words to ensure students' understanding. For example= minus, subtract, take away.

6. Provide direct instruction with modeling. Practice how to make intelligent choices when the answer is not known. Remind students to rely on cognates to help decipher unknown vocabulary words and to use context to understand test items.

7. Teach students to preview the text by looking at titles, headings, and images to predict what the passage might be about.

8. Teach students to read with their eyes, not their mouth. Explain they will read 3 to 4 times faster.

9. Advise them to read the question first, before the text or diagram.

10. Have students look for keywords in the question.

11. Practice how to scan the paragraph or diagram for keywords. If there are no keywords, look for synonyms (business = company).

12. Have students read the sentence before, with and after the keyword/s.

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13. Pay attention to question words. If it asks when? Look for the date, day, or time. If it asks who? Look for a person, group, or company. If it asks how much? Look for a number, money or the word 'free.'

14. Remind them to read the first sentence or first paragraph, and if the question asks why? Or What is the purpose? These usually contain the answer.

15. Show them to think of the answer in their mind before looking at the multiple choices. This way the choices given on the test won't confuse them.

16. Make sure to read all the answers and eliminate the wrong answers. They can usually eliminate answers with 'all', 'every', and 'none'.

17. Pay attention to negative words in the question such as no, none, or not. Answer the negative question.

18. Model how to make an educated guess if they are unsure of the correct answer.

19. Advise them not to change their answer, usually the first choice is the right one.

20. Teach students to pace themselves during the test, allocating enough time for each section based on the number of questions.

Assemble test prep material by collecting state tests from previous years. Make your packet of texts from actual tests. Assemble texts from the last few years of state tests, using texts from your grade and put the passages in order of difficulty.

When possible, assess students on a computer device to mimic the conditions for state testing. Some platforms are: LinkIt!, Freckle.com, CommonLit.org.

Students will experience the following when taking the New Jersey Student Learning Assessment (NJSLA).

- Multiple Choice- allows a single answer choice to be selected; student responds by clicking on the circle to the left of the option
- Multiple Select- will allow more than one answer choice to be selected; student responds by clicking on the square(s) to the left of the option(s)
- Part A & Part B questions- Part B of the question is asking for evidence to support Part A of the question
- Drag and Drop- student responds by selecting an available response choice and dragging it to the drop area and release
- Inline Choice- requires students to use a drop-down menu to make a response selection
- Text extraction- allows highlighted text to be pulled to a drop area
- Tabbed Passages- when there are multiple passages provided for a question students can move between passages by clicking on the tabs at the top of the page under the item directions
- Constructed Response Box- an open-ended response is required and should be typed in the response box provided; students will be asked to refer to one or more passages or media in the unit

If your students are unfamiliar with test-taking vocabulary, or you feel they need a refresher, introduce key terms before beginning lessons. You may wish to do a mini-lesson highlighting the following keywords, their meaning, and their characteristics or components:

- Genres: narrative, expository/informational, opinion/persuasive
- Types of writing: story, article, journal entry, essay, recipe, blog, poem, interview, passage, etc.
- Actions: write, explain, evaluate, summarize, synthesize, compare/contrast, describe, support, etc.
- Computer-based testing tools: bookmark, scroll bar, text highlight, pointer, notepad, answer eliminator

Create an anchor chart of these terms (and others you come across) to refer to throughout the unit. Include student-friendly definitions and examples.

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During active engagement or independent practice time, give students sample prompts. Use the prompts in the Practice Booklet if needed. Instead of having students write the answer to the prompt, ask them to just interpret what the prompt means.

Note: The New Jersey Student Learning Assessments (NJSLA) Resource Center should also be reviewed and integrated in this unit. New Jersey Assessments Resource Center -

<https://nj.mypearsonsupport.com/>

The NJSLA Resource Center has a Test Preparation link that provides Tutorials and Practice Tests.

The NJSLA Online Student Assessment Tutorials help familiarize students and teachers with the NJSLA format, computer-based testing tools, and vocabulary. Teachers and students should work through the tutorial together. Tutorials - <https://nj.mypearsonsupport.com/tutorial/>

Additionally, the online practice test set includes: Unit 1: Literary Analysis Task (LAT), Unit 2: Research Simulation Task (RST), and Unit 3: Narrative Writing Task (NWT). English Language Arts Practice Tests - <https://nj.mypearsonsupport.com/practice-tests/english/>

Sample Questions from the NJSLA Grade 3 Practice Test:

Unit 1: Literary Analysis Task (LAT)

1. Part A: What does cross mean as it is used in paragraph 28?
○ Part B: Which statement best supports the answer to Part A?
2. Part A: How do the details in the story show the idea of “Con-tent-ment”?
○ Part B: Which detail from “Johnny Chuck Finds the Best Thing in the World” best supports the answer to part A?
3. Complete the chart to show the animals searching for the best thing in the world are described up to paragraph 2. Drag and drop three details into the chart.
4. Part A: What does the phrase his teeth jiggled in paragraph 14 show about Pinkerton?
○ Part B: Which detail from “Me First” shows another example of the answer to Part A?
5. Select one sentence from this drop-down menu that describes what is happening in this picture. Then, select one sentence from the next drop-down menu that describes what the picture adds to the story.
6. Write an essay that explains how Old Mother West Wind’s and the Sandwich’s words and actions are important to the plots of the stories. Use what you learned about the characters to support your essay.

Unit 2: Research Simulation Task (RST)

1. Part A: What is the meaning of thriving as it is used in paragraph 14 of the article?
○ Part B: What phrase in the article helps the reader understand the meaning of the word thriving?
2. Part A: What is the main idea of “A Howling Success”?
○ Part B: Which detail from the article best supports the answer to Part A?
3. Compare ideas from both “A Howling Success” and “The Missing Lynx.” Drag the sentences and drop them into the Venn Diagram.
4. You read the articles “A Howling Success” and “The Missing Lynx.” Think about the key details in each article that show how people can help animals.
Write an essay comparing and contrasting the key details presented in the two articles about how endangered animals can be helped. Use specific details and examples from both articles to support your ideas.

Unit 3: Narrative Writing Task (NWT)

1. Part A: What does that bottle erupted like Mount Vesuvius mean as used in the paragraph?
○ Part B: Which detail from paragraph 14 supports the answer to Part A?
2. Part A: Derrick and the narrator start to make fish faces. How does this affect what happens next in the story?
○ Part B: Choose two details from paragraphs 28 through 33 that support the answer to Part A.

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3. Drag and drop into the chart the way that Dad responds to each event during the camping trip. Not every response will be used.

4. Part A: What is the central message of the story?

○ Part B: Which sentence from the story supports the answer to Part A?

5. This story tells about Derrick's first camping trip. Write Derrick's journal entry about this camping trip. Include information about how the characters responded to the events in the story as you write the journal entry.

As you prepare your students for the test, please be sure to address these types of questions with your students. Please note that a majority of the New Jersey Student Learning Assessment (NJSLA) test questions for Grade 3 involve answering Part A and Part B type questions. Part B of the question is asking for evidence to support Part A of the question.

Test Taking Strategies- Lessons Approximately 10 Days

Resources for the lessons listed. Please see the Important Note below.

2011-2013-

https://www.ode.state.or.us/wma/teachlearn/testing/samples/2011_12/grade-3-sample-test.pdf

2009-2011 -

https://www.ode.state.or.us/wma/teachlearn/testing/samples/2009_10/read_sampletest_enggr3_0911.pdf

Sample items from Smarter Balanced Assessment Consortium -

<https://www.hawaiipublicschools.org/DOE%20Forms/Testing/ELAGrade3SampleItems.pdf>

Important Note: While the texts to the lessons below are being provided, you should use the New Jersey Student Learning Assessment Practice Tests and the New Jersey Digital Item Library NJ Digital Item Library - <https://nj.digitalitemlibrary.com/home> to teach the lessons. The same lessons can be done with different texts. Please note that students must find textual evidence to support their answers on the New Jersey Student Learning Assessment. Please be sure to practice the skill in all lessons. The information below is provided to demonstrate how the lesson could go and involve processing strategies.

Lesson: Test takers prepare for a test passage by quickly scanning the passage and questions to identify the type of passage it is.

Resource-2011-2013 -

https://www.ode.state.or.us/wma/teachlearn/testing/samples/2011_12/grade-3-sample-test.pdf

Teach-Today, we are going to look at some passages on a practice reading test (on the doc-cam). We want to identify what type of passage it is, whether it is narrative (fiction), non-narrative (non-fiction), science, how-to, history, biography, and informational. Knowing what type of passage it is, will help us better understand how to answer the questions.

First we're going to read the topic sentence, any bold, underlined, or italicized words, headings or captions, and look for any important sounding words so that we have an idea of the type of passage it is. Then we'll look at the questions to see if that can help us any further, before we go back and read everything carefully.

Don't forget that good readers quickly scan the passage before going back and carefully reading the same text.

Now it's your turn. You and your partner are going to take the passage you have in your hands, and together quickly scan it, and the questions, and see if you can determine the type of text it is. I will be coming around to see how you're doing. Remember, you're not reading every single word. After you scan and determine the text type, THEN, you'll go back and read every word carefully.

Keep in mind, good readers quickly scan the passage before going back and carefully reading the same text

Lesson: Test takers recognize predictable questions by being alert for them.

Resource-2011-2013

- https://www.ode.state.or.us/wma/teachlearn/testing/samples/2011_12/grade-3-sample-test.pdf

A Thorny Problem

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Teach-When reading a test passage we need to be “alert for possible test questions”. The most common types of test questions can become predictable once we familiarize ourselves with them. So let’s practice familiarizing ourselves with the types of possible questions. The most predictable types of questions are:

Main Idea, Detail, Fact or opinion, Sequence, Vocabulary, Plot, Summary, Author’s Purpose, Character Detail, Inference

I am going to read with a short passage as if I was reading a test passage. (show on doc cam the 1st part of a passage from 3rd grade sample). As I read, I am going to look for some of the possible predictable questions and chart them. Alert test takers can predict questions!

Now you are going to read with your partners a short passage as if you were reading a test passage. (show on doc cam the passage from 3rd grade sample test “A Thorny Problem”). As we read, we are going to look for some of the possible predictable questions. (have pre-set partner groups) The partner groups will read the text with an alert eye together and stop to talk about what you’ve read. Discuss the types of possible questions you found in the text.

“Violet,” ordered Jessie, “please wet my handkerchief in the brook.” This can be a possible Vocabulary question and I know that because they have underlined the word “brook”. (from Oaks sample test, A Thorny Problem)

(Lead students to the underlined vocabulary word.) Look at this word, it’s underlined, the reason it’s underlined is because the test writers want you to focus on this word. It’s important and they are going to ask you about it. So, whenever you see a bolded or underlined word the test writers are going to ask you about it. You can be sure that there will be a vocabulary test question about it. Therefore, I know that that word is important to remember. I will pay attention to that word and how it’s used in the text. Alert test takers can predict questions!

Did you see a possible question about the main idea or sequence? How about the author’s purpose or vocabulary? I am going to write down one of the possible predictable questions that I found. What does brook mean?

(Teacher quickly records any other possible question on board/chart paper).

Lesson- Test takers prepare to answer questions by reading and coding question stems.

Resource-2011-2013 -

https://www.ode.state.or.us/wma/teachlearn/testing/samples/2011_12/grade-3-sample-test.pdf

A Thorny Problem

Teach- All questions fall under two headings: Whole-text questions and Detail Questions. (write these in T-chart format on poster paper-or have this up and ready) The reason it is important to know is so that if it is a whole text question, you know to think across the WHOLE story. Thinking about what happens, thinking about the main ideas and characters over all. Whereas a detail question will ask you to zoom in on one particular detail, that detail may be in one particular word, one character, in one line, or in one section, or in one paragraph of the passage. Alert test takers identify whole text questions or detail text questions.

There are some word clues in the questions that can help you determine what type of question it is. For Whole text questions these are the clue words you can look for: main, mainly, most, mostly, most likely (label these on the t-chart). Whole text questions will have these types of words, indicating for you to think across the WHOLE story. Alert test takers identify whole text questions or detail text questions.

There are some word clues in the questions that can help you determine what type of questions it is for DETAIL text questions. The detail word questions will have these clue words that you can look for: Detail, best supports, fact, event, section, line, phrase, right before, first, then, next, after, finally.

Teacher projects possible detail or whole questions on board and asks students to identify whether the sentence is a “whole” or “detail” text question. Remember Alert test takers identify whole text questions or detail text questions.

Example questions:

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- Which is the main idea?
- What is the passage mostly about?
- What is the best title for the passage?
- Which choice best tells what the passage is about?
- What does the character do after he goes to the park?
- Which detail best supports the idea that...?
- Which event in the story happens first?
- What happens right before...?

Pair share: Students will pair share in discussion and identify which question is a “Whole text” or “Detail text” question.

While student’s share, the teacher will float and listen to discussion and will identify students which correctly have identified the questions. The teacher will call upon the identified students who correctly labeled the questions to share.

Lesson- Test takers prepare to answer questions by predicting the answers before finding them.

Resource - 2011-2013 -

https://www.ode.state.or.us/wma/teachlearn/testing/samples/2011_12/grade-3-sample-test.pdf

A Thorny Problem

Teach: (A Son Remembers passage from the sample OAKS test w/questions and blocked off answers, no multiple choice available, only use question 1 as example)

Watch as I read the passage. You will also notice that I will immediately read the questions and predict an answer. After I write down my predicted answer, I will refer back to the text and locate my predicted answer in the text. Once I feel like I have found the answer in the text I will highlight it. I will then confidently copy the predicted answer from the text into the answer section. Alert test takers predict the answers before finding them.

Active involvement:

(Use the same passage with question 2)

Now it is your turn. You will read the short passage and question #2. Next, predict possible answers and find/highlight where you found the answer in the text. Be prepared to share this with a partner in a minute.

Tell your partner your predicted answer and the evidence of where you found that.

Lesson- Test takers confidently tackle test questions by recognizing and understanding common test language and by being alert for deceptive answers.

Teach: Hmmm. WHY would the test writer want to fool you? Well, there are many answers to that like: A) The test writer wants you to fail. B) The right answer really isn’t important. C) The test writer thinks she or he is smarter than you are. D) If you don’t really understand what you’re reading, your teacher can better focus on your reading needs.

Well, that is an EASY one, isn’t it?!? The answer is obviously D because it’s a test to determine how you read, how well you understand what you’re reading, and what holes are in your reading and comprehension of the text. However, on the tests that you’ll take, the answers aren’t that easy to deduce or figure out. We need to think like a detective by using clues and asking questions to better understand what we’re looking for. For example, let’s look at A Son Remembers.

Don’t forget --- test writers want to trick you by making all the answers seem correct.

The text says a law prevented them from going because of their skin color. When used this way the word prevented means

- A. stopped
- B. encouraged
- C. allowed
- D. attended

OK... BEWARE!!! Test writers want to trick you by making all the answers seem correct. Let’s look at this and discuss all the answers to see which fits best. I might use one of these sentence frames

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to explain my thinking about an answer.

1. I believe that the answer is _____ because _____.

2. Paragraphs _____ and _____ state that _____ which makes me believe the answer is _____.

3. The answer is _____ because paragraphs _____ and _____ state _____.

4. The two most likely answers are _____ and _____ because _____.

5. If I were to choose the two best possible answers, they would be _____ and _____ because _____.

Test writers want to trick you by making all the answers seem correct. Which two answers are similar and which is the BEST POSSIBLE ANSWER???

Lesson-Test takers tackle nonfiction passages by paying attention to text features.

Resource: 2009-2011-

https://www.ode.state.or.us/wma/teachlearn/testing/samples/2009_10/read_sampletest_enggr3_0911.pdf

About Dinosaurs

Teach-We have already discussed text features in our unit on non-fiction. These are captions, table of contents, glossary, index, graphs, charts, headings, subheadings, illustrations, photos, call-outs. We already know how to use them. Remember that on the test you just need to use what you know.

Test-takers know what text features do and take advantage of the test. (Teacher shows the top paragraph from About Dinosaurs.)

Here is a sample item from a test. Look at the heading and the blurb underneath. Remember to use what you know. The heading and blurb will tell us what the article is about before we even read it. I know that this article is going to be about two dinosaurs, the Tyrannosaurus Rex and the Ankylosaurus. I have heard about these two dinosaurs, and they are very different from each other. See what I did there? I used the text feature to get my schema going and predict what the article will be about. Test-takers know what text features do and take advantage on the test.

(Teacher shows the whole article.) The rest of the article looks just like this. It has two sections that talk about each of the dinosaurs. There are a lot of words and questions at the end.

How many people would skip over this picture at the top? I wouldn't do it, because this picture gives us a lot of important information and can assist us with answering some of the questions. Without reading this article I know that these two dinosaurs look very different. This picture helps me to confirm what my schema was telling me that this article would be about. If I skipped over it, I would have missed important information. Text features serve a purpose. Test-takers know what text features do and take advantage on the test.

There are a lot of text features that will show up on the test. Let's also look at what else this article is bringing to our attention. Do you see any bold, capital, underlined or words with quotation marks around them? All of this is helping us dig deeper into the text. We know why and how to use them all. Don't get nervous and don't skip over them. Test-takers know what text features do and take advantage on the test.

Now let's take what we have noticed and use it to help us. Let's practice using text features (table of contents, blurb, and heading) to write three quick sentences about what this text will be about. Turn to your elbow partner and write it on your white board.

(Teacher walks around to monitor that students use text features correctly.) Test-takers know what text features do and take advantage on the test.

Let's get back together. (Teacher has pre-selected 2 partnerships to share sentences. After the share, the teacher acknowledges what a great job the students did.)

Lesson-Test takers answer questions about the purpose and main idea by thinking about the whole passage.

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Resource-Powerful Swimmers is not Available. Use 2009-2011-

https://www.ode.state.or.us/wma/teachlearn/testing/samples/2009_10/read_sampletest_enggr3_0911.pdf

About Dinosaurs

Teach- We know that people who make tests put tricks in questions to confuse you and make them harder. They do this a lot with main idea questions. If I asked you what this story is about and you told me it's about how a shark uses their fins and tails to swim, that would be partly correct. Only one paragraph talks about that. When we talk about the main idea, we have to remember the word mostly. Remember mostly, main, my own. Is the story mostly about the fins and tails? No.

One way that test makers trick you is because they have you look at paragraphs and parts, instead of a text as a whole or the most. The main idea of a text is something that the whole text or most of the paragraphs talk about. This text mostly talks about how a shark swims. Almost every paragraph talks about that. Even the title hints at the main idea of this reading selection. In fact, questions that ask about the main idea could ask for an alternative title for this text. Hmmm... what would be a good one.... I know. How about Complicated Swimmers? There are lots of things that must work together on a shark's body for them to swim.

Now it's your turn. Take a minute to reread this article. (Teacher projects the text About Dinosaurs.)

You have read this article before, so I will give you a minute. I want you to remind yourselves what the article is about. When you are done rereading it, come up with the main idea of the whole article to answer the question "This passage mostly tells about..." I will not give you the options, but want you to come up with the answer on your own. Don't get tricked by the fact that the article is broken into smaller sections. Remember: mostly, main, my own.

Talk with your partner about what you are thinking.

Now if I am going to show you the options, what would you say the best answer is? Talk to your partner again about which one most closely matches what you and your partner discussed.

A. Where to find dinosaurs

B. What dinosaurs were like

C. How dinosaurs became extinct

D. How dinosaurs raised their young

What is the answer? B. Hopefully it was the most similar to what you and your partner came up with.

Mostly, main, my own.

Lesson-Test takers comprehend step by step ("how to") directions by examining the subtle/pivotal details in the questions.

Resource: 2009-2011-

https://www.ode.state.or.us/wma/teachlearn/testing/samples/2009_10/read_sampletest_enggr3_0911.pdf

Peter Rabbit's Cookbook

When you see a table of contents, directions on how to make something, or any other step-by-step article, you should take a deep breath, because all the answers will be right there in the text. But don't relax: even though the answers are there, you still have to find them and avoid the tricks.

These questions are usually sequencing questions with extra details. Don't skip the details, as they are important. Even if you think you know the answer, go back and double check. The answer is in the details.

Let's look at the table of contents for a cookbook. (Teacher projects the text Peter Rabbit's Cookbook.)

I read this once and I feel confident that I can answer the questions. I know the sections that the cookbook has: preface, contents, equipment, breakfast and breads, sandwiches and vegetables. I am done, right? Ready to do the questions.

The first question asks me which recipes are listed last. Thinking back to yesterday, I am going to think of my answer before I read the options. Thinking of the last line, I remember it said, "Green Beans and Mushrooms." So that must be the answer. OK, let's look at the options. My options are:

A. Salad

B. Breakfast and Breads

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C. Vegetables

D. Sandwiches

Oh, no, it's not there. Teacher, the test makers got the test wrong. Or maybe, I should go back and reread the portion that can give me necessary clues. Do I go to the beginning with the Breakfast and Breads? No. Do I have to read all the words from the beginning? No. "Last" means end, so I check the end of the text. Here it says, "Vegetables." Aha, here is the answer. Going back and rereading the right spot really made a difference! The answer is in the details.

Sometimes the test makers throw in words like first, before, after, next, last. These all point to sequence. If it asks me something that happened before the other thing, I know my answer will come earlier. Earlier, but not first necessarily. Just because it comes before, does not mean it comes first. Sometimes they trick you into thinking it happened right before or the last thing ever that happens in the directions, but as long as it's the last thing listed or an event that happens before another, it's the right answer. So be on the lookout for this trick that tests sometimes have.

Now it's your turn. I am going to show Questions 13, 14 and 15 to you. I want you to turn to your partner and answer them together, making sure to go back and find the answer in the text before reading their answers. (Teacher gives students 3 minutes to work and listens in on students' conversations. Select one group to share your thoughts.)

Let's come back together and discuss the answers. Remember that the answer is in the details. (Student's share.)

Lesson-Test takers answer questions about charts and graphs by analyzing the information and the purpose of the chart.

Resource: 2011-2013 -

https://www.ode.state.or.us/wma/teachlearn/testing/samples/2011_12/grade-3-sample-test.pdf

Enjoying Life, What's Happening and the County Fair is not Available.

Teach: Watch me as I show you how this works. Looking at this chart, before I answer any questions about it I need to figure out what it represents. The best way to do this is to look for a title or description. This chart has a title of Enjoying Life. Teacher refers to an enlarged chart on festivals in Thailand. This title doesn't give me a lot of information but if I read the description right below the title it might tell me more. Teacher reads the description below the title. Right here in the description I learn that this chart is about festivals in Thailand.

Now that I know that chart has information about festivals in Thailand, I can look closer at how the information is organized. At the top of each column I see the headings: Festival, When It's Celebrated, and How It's Celebrated so I know this chart will include the names of different festivals and when and how they are celebrated.

Finally I can look closer at the information included in the chart to learn about the specific festivals. Once I have read the chart I'm ready to answer questions about it.

My first question says: Teacher reads the question while showing it for the class to see.

If you traveled to Thailand in October, which festival might you see?

A. Flower Festival

B. Candle Festival

C. Thai New Year

D. Rocket Festival

This question wants me to figure out what festival occurs in October. To answer it, I must refer to my chart and because it wants to know about when a festival occurs, I need to look at the column that shows when different festivals happen. Teacher refers to the chart. Here I can see that the festival that occurs in October is the Loy Krathong festival. Looking at my options though, I don't see that festival listed. Guess I better refer back to the chart and see if the festival has another name. It does! It's also called the Candle Festival which is listed below in parenthesis. Therefore, I know the correct answer is B. That is how test takers analyze the information and purpose of charts and graphs.

Now it is your turn to try this. Here is another question about this chart. Teacher shows the following

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question to the class.

You can attend two festivals during which month?

- A. February
- B. May
- C. October
- D. November

Working with your partner, use the chart to help you figure out the answer to this question.

Great! _____ and _____ used the chart to see that the Royal Plowing Ceremony and the Rocket Festival both occur in May. That is how they figured out the right answer is B.

(If time, there is another chart called What's Happening at the County Fair that has three questions. It is in the Oaks Sample Test 2006-2008.)

Lesson-Test takers read actively by note-taking in smart ways and marking the text where the answer is found.

Lesson-Test takers can determine the meaning of the word by using context clues or reading around the word.

Resource-Copies of the State practice test, the State practice test on the computer, and other varied passages from different genres. (Teacher may demonstrate using anchor text such as articles from Highlight, Cricket, Cobblestone, Sports Illustrated for Kids)

Teach: Students, I am going to use an article that we have already read, but today my focus is determining the meaning of words, when I'm not sure what they mean. I will be working on two different ways to determine the definition of a word.

(Teacher will find a good example of a sentence that displays this trait. For example, "He crushed the candy into dust when he pulverized it." Or, "He pulverized the candy, crushing it into dust.")

The first strategy is to refer to the sentence where the highlighted word is found. Oftentimes the author will define the words right before or right after using the vocabulary word. This is called, 'reading around the word.' It is a strategy that can help you figure out what a word means.

(Teacher will display the article for the students with pre-selected words highlighted. Teacher will find a good example of a sentence that displays this second trait. For example, "He pulverized the candy. After wiping the dust off his hands..." Or, "Dust flew into the air when he pulverized the candy.")

The second strategy I'm going to use to define a word I come across is to use the context, or the words around the highlighted word, to help me figure out what the words mean. Oftentimes, the parts of the sentence before and after the word will give us clues as to what the word means. Remember, good readers can determine the meaning of the word by using context clues or reading around the word.

(Teacher will have a selected article with selected vocabulary words that would exemplify these vocabulary traits. Have a few specific examples that can be used this time.)

Good readers can determine the meaning of the word by using context clues or reading around the word. Let's try this as a class a couple times. While we read this article, we will identify some words that we may not fully understand.

The second time we do this, you will need to identify a word that you may not fully understand. Then you and your partner will try to use the context clues to help you understand what the word means.

Good readers can determine the meaning of the word by using context clues or reading around the word.

Lessons Resource- grade-3-unit-7-condensed-revised-12-10-14_test_prep (1).docx -

<https://docs.google.com/document/d/1S7ip29vTaTjsU3XRDyEsuN3YGNNjdT6a/edit>

Please note that students must find textual evidence to support their answers on the New Jersey Student Learning Assessment. Please be sure to practice the skill in all lessons.

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Creating a Test Prep Unit:

Assemble test prep material by collecting state tests from previous years. Make your packet of texts from actual tests. Assemble texts from the last few years of state tests, using texts from your grade and put the passages in order of difficulty.

When possible, assess students on a computer device to mimic the conditions for state testing. Some platforms are: LinkIt!, and CommonLit.org.

Students will experience the following when taking the New Jersey Student Learning Assessment (NJSLA):

- **Multiple Choice-** allows a single answer choice to be selected; student responds by clicking on the circle to the left of the option
- **Multiple Select-** will allow more than one answer choice to be selected; student responds by clicking on the square(s) to the left of the option(s)
- **Part A & Part B questions-** Part B of the question is asking for evidence to support Part A of the question
- **Drag and Drop-** student responds by selecting an available response choice and dragging it to the drop area and releasing
- **Inline Choice-** requires students to use a drop-down menu to make a response selection
- **Text extraction-** allows highlighted text to be pulled to a drop area
- **Tabbed Passages-** when there are multiple passages provided for a question students can move between passages by clicking on the tabs at the top of the page under the item directions
- **Constructed Response Box-** an open-ended response is required and should be typed in the response box provided; students will be asked to refer to one or more passages or media in the unit

If your students are unfamiliar with test-taking vocabulary, or you feel they need a refresher, introduce key terms before beginning lessons. You may wish to do a mini-lesson highlighting the following keywords, their meaning, and their characteristics or components:

- Genres: narrative, expository/informational, opinion/persuasive
- Types of writing: story, article, journal entry, essay, recipe, blog, poem, interview, passage, etc.
- Actions: write, explain, evaluate, summarize, synthesize, compare/contrast, describe, support, etc.
- Computer-based testing tools: bookmark, scroll bar, text highlight, pointer, notepad, answer eliminator

Create an anchor chart of these terms (and others you come across) to refer to throughout the unit. Include student-friendly definitions and examples.

During active engagement or independent practice time, give students sample prompts. Use the prompts in the Practice Booklet if needed. Instead of having students write the answer to the prompt, ask them to interpret what the prompt means.

Note: The New Jersey Student Learning Assessments (NJSLA) Resource Center should also be reviewed and integrated in this unit. <https://nj.mypearsonsupport.com/>

The NJSLA Resource Center has a Test Preparation link that provides Tutorials and Practice Tests. The NJSLA Online Student Assessment Tutorials help familiarize students and teachers with the NJSLA format,

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computer-based testing tools, and vocabulary. Teachers and students should work through the tutorial together.
<https://nj.mypearsonsupport.com/tutorial/>

Additionally, the online practice test set includes: Unit 1: Literary Analysis Task (LAT), Unit 2: Research Simulation Task (RST), and Unit 3: Narrative Writing Task (NWT).
<https://nj.mypearsonsupport.com/practice-tests/english/>

Sample Questions from the NJSLA Grade 3 Practice Test:

Unit 1: Literary Analysis Task (LAT)

1. Part A: What does **cross** mean as it is used in paragraph 28?
 - Part B: Which statement **best** supports the answer to Part A?
2. Part A: How do the details in the story show the idea of “Con-tent-ment”?
 - Part B: Which detail from “Johnny Chuck Finds the Best Thing in the World” best supports the answer to Part A?
3. Complete the chart to show how the animals searching for the best thing in the world are described up to paragraph 21. Drag and drop **three** details into the chart.
4. Part A: What does the phrase **his teeth jiggled** in paragraph 14 show about Pinkerton?
 - Part B: Which detail from “Me First” shows another example of the answer to Part A?
5. Select one sentence from this drop-down menu that describes what is happening in this picture. Then, select one sentence from the next drop-down menu that describes what the picture adds to the story.
6. Write an essay that explains how Old Mother West Wind’s and the Sandwich’s words and actions are important to the plots of the stories. Use what you learned about the characters to support your essay.

Unit 2: Research Simulation Task (RST)

1. Part A: What is the meaning of **thriving** as it is used in paragraph 14 of the article?
 - Part B: What phrase in the article helps the reader understand the meaning of the word **thriving**?
2. Part A: What is the **main** idea of “A Howling Success”?
 - Part B: Which detail from the article **best** supports the answer the Part A?
3. Compare ideas from **both** “A Howling Success” and “The Missing Lynx.” Drag the sentences and drop them into the Venn diagram.
4. You read the articles “A Howling Success” and “The Missing Lynx.” Think about the key details in each article that show how people can help animals.

Write an essay comparing and contrasting the key details presented in the two articles about how endangered animals can be helped. Use specific details and examples from both articles to support your ideas.

Unit 3: Narrative Writing Task (NWT)

1. Part A: What does **that bottle erupted like Mount Vesuvius** mean as used in the paragraph?
 - Part B: Which detail from paragraph 14 supports the answer to Part A?
2. Part A: Derrick and the narrator start to make fish faces. How does this affect what happens next in the story?
 - Part B: Choose two details from paragraphs 28 through 33 that support the answer to Part A.
3. Drag and drop into the chart the way that Dad responds to each event during the camping trip. Not every response will be used.

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4. Part A: What is the central message of the story?
 - Part B: Which sentence from the story supports the answer to Part A?
5. This story tells about Derrick's first camping trip. Write Derrick's journal entry about this camping trip. Include information about how the characters responded to the events in the story as you write the journal entry.

As you prepare your students for the test, please be sure to address these types of questions with your students. Please note that a majority of the NJSLA test questions for Grade 3 involve answering Part A and Part B type questions. Part B of the question is asking for evidence to support Part A of the question.

You are encouraged to design your own unit, however you may want to reference the link below as a guide when preparing for standardized testing.

<http://www.woodburnsd.org/wsd-curriculum/wp-content/uploads/WSD-Third-Grade-Reading-Unit-6.pdf>

| | |
|------------------------|---|
| Unit Plan Title | Unit - Mystery: Foundational Skills in Disguise |
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| | |
| Suggested Time Frame | April/May |

Overview / Rationale

In Bend I, students read mysteries and work in partnerships to understand components of mystery books. In Bend II, students dig deeper to notice how mystery books are a unique genre. Students play along and try to solve mysteries alongside the detectives, paying close attention to text signals. In Bend III, students shift to reading other types of fiction to realize how reading mysteries can help them read *any* fiction. When readers pay attention to clues and solve a mystery, they can transfer those skills to pay attention to details, identify the problem, and identify the solution in other genres.

Stage 1 – Desired Results

WIDA STANDARDS 2020:

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

ELD-SI.K-3.Argue

- Ask questions about others' opinions
- Support own opinions with reasons
- Clarify and elaborate ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

ELD-LA.2-3.Narrate.Interpretive

Interpret language arts narratives by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to event sequences
- Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

ELD-LA.2-3.Inform.Interpretive

Interpret informational texts in language arts by

- Describing relationship between a series of events, ideas or concepts, or procedural steps

Established Goals:

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New Jersey Student Learning Standards - English Language Arts 2023

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

RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).

RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.

RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters.

RL.MF.3.6. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RL.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).

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

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

B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

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

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

SL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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

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

L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.

B. Choose words and phrases for effect.

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

New Jersey Student Learning Standards - English Language Arts

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

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

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

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- RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.
- RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Computer Science and Design Thinking

Computing Science

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

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Career Readiness, Life Literacies, and Key Skills

9.2 Career Awareness, Exploration, Preparation, and Training

Career Awareness and Planning:

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.2: Identify how you might like to earn an income.

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Student Resources

Rich selection of diverse books.

Teacher Resources

Units of Study for Teaching Reading (Grade 3) by Lucy Calkins

www.heinemann.com

<https://readingandwritingproject.org/>

Mentor Texts:

The Absent Author by Ron Roy

The Diamond Mystery (The Whodunit Detective Agency series) by Martin Willis

The Guitar Pig Mystery-student_copy.pdf

Grade 3 Mystery Texts on Epic! Grade 3 Mystery Children's Book Collection

<https://www.getepic.com/collection/31616959/grade-3-mystery> Note: You need to set up a free Epic!

account for access to the resources- <https://www.getepic.com/>.

Calady's Quest-student_copy.pdf -

https://drive.google.com/file/d/1_NNj6An5Ih3Pkk0afudkolN2BduMtHNo/view

raz_lq15_mysteryatcamp_clr.pdf -

https://drive.google.com/file/d/1Jl1B8L0ODs_4pSyGAHFjT-kRzlOY0wU-/view

Mentor Texts:

The Absent Author by Ron Roy

The Diamond Mystery (The Whodunit Detective Agency Series) by Martin Willis

Nate the Great and the Phony Clue by Marjorie W. Sharmat

"Nate the Great and the Phony Clue" by Marjorie Weinman Sharmat -

<https://www.youtube.com/watch?v=2TtcMo13NfM>

A-Z Mysteries: The Canary Caper Chapters 1 & 2

<https://www.youtube.com/watch?v=l5H7bliqR9g> -

Hard Copy of Text - The Canary Caper by Ron Roy- pgs. 1-55

<https://fliphtml5.com/bjnng/nboo/basic?scribybrkr=5c52142e>

Narrative Reading Learning Progression- Grades 2-4.pdf -

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<https://drive.google.com/file/d/1SewJ48q45PADqwopAERinM3kLaME7rxU/view>
 Additional Mysteries- <https://www.getepic.com/app/search>
 Imagine Learning- <https://www.imaginelearning.com/>

Stage 2 – Assessment Evidence

Pre-Assessment:

“Doodlebug & Dandelion: Mystery of the Bandits”

Formative Assessments:

- Running records
- Conference notes
- Small group work notes

Summative Assessment-Post-assessment:

LinkIt! Reading Unit Assessment- “The Case of the Missing Left Shoe” (1 Reading Block)
 Assessment- Read and Answer the questions- The Guitar Pig Mystery (540L). In this story, Daniel and his cousin Evelyn are at a family reunion, a gathering of all their family members. They must work together to find something for their Aunt Kim. The_Guitar_Pig_Mystery-student_copy.pdf - <https://drive.google.com/file/d/1uGpDc-5WzJ5zWhQUhS1BmZiwDxJzBosR/view>
 Narrative Reading Learning Progression- Narrative Reading Learning Progression- Grades 2-4.pdf - <https://drive.google.com/file/d/1SewJ48q45PADqwopAERinM3kLaME7rxU/view>

Stage 3 – Learning Plan

Multilingual Learner Reading Comprehension Strategies:

- Picture Walk: Before reading, conduct a picture walk through the book. Discuss the illustrations and encourage predictions about what might happen in the story.
- Vocabulary Pre-teaching: Introduce key vocabulary words related to mystery stories before reading. Use visuals, gestures, and simple definitions to ensure understanding.
- When possible read/provide texts in MLs’ L1 (first language).
- Prediction Game: Ask students to predict what might happen next at different points in the story. Encourage them to justify their predictions based on clues from the text.
- Story Elements: Teach basic story elements such as characters, setting, problem, and solution. Discuss how these elements unfold in the mystery genre.
- Graphic Organizers: Use graphic organizers like story maps or detective charts where students can fill in details about characters, clues, and the mystery's resolution.

Instructional Guidance:

Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers 2024
https://docs.google.com/document/d/1syUlWqFjgYOfXVnFKfHWKJGSg-OpvqGFnRgs-3Jt_gY/edit
 ● Guided Reading Groups are conducted every day (10-15 minutes per group).
 Use data to group students. Choose an instructional level text and increase the level as students become proficient readers. Please see the Checkpoints for Reading Growth Expectations document- Checkpoints for Reading Growth 7.17.17 Copy.pdf - <https://drive.google.com/file/d/1U2YAbpUIS747X1IT5e-rfm8FJBqbh1SG/view>
 ● Choose instructional level text that is appropriate for the genre of study.
 For more information on the Structure of a Guided Reading Lesson: See Structure of A Guided Reading Lesson .pdf from The Fountas and Pinnell Literacy Continuum, Grades Pre-K-8, Pinnell and Fountas (2017). pg. 402 -

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<https://drive.google.com/file/d/1bE6uSmU7ZXJzpElwyg--LfN2Yx2znSmp/view>

- Guided Reading Lesson Plan Template- Copy of F&P Guided Reading Template -

https://docs.google.com/document/d/1ZR4KGBp6EDK1JBHnQTRschDyo7kvSl64_rHVwxV64bM/edit

Guidance for how to teach the added lessons using The Reading Strategies Book 2.0 by Jennifer Serravallo. How to Use The Reading Strategies Book 2.0 for Whole Group Lessons

https://docs.google.com/document/d/1uJXKiHi0brpXbNb3z2FH5zNVKYhVDvi57HtKsMrX_HU/edit?usp=sharing

As always, please preview the resources, as well as any web-based resources accompanying online materials, before giving them to your students to make sure they are best-suited for your particular class. Getting Ready-Please read the Getting Ready Section on pgs. xi-xiii prior to teaching this unit. The pacing guide for the mentor text is on page xiii. Be sure to read 18 Tips for 18 Days of Mystery Reading located in your Heineman resources under General Information.

Important Note: Use grade level (or slightly above grade level) text as your teaching resource when choosing additional text from the Board of Education approved resources. Please review the “Checkpoints” document to ensure the appropriate level text is being used.

Checkpoints for Reading Growth 7.17.17 Copy.pdf

- <https://drive.google.com/file/d/1U2YAbpUIS747X1IT5e-rfm8FJBqbh1SG/view>

Neptune City Board of Education Approved Technology List:

<https://www.educationframework.com/Districts/main.aspx?districtid=30623>

Interactive/ Instructional Read Aloud- 15 Minutes Daily

Teachers will conduct an Instructional/Interactive Read Aloud every day for 10-15 minutes. During the interactive/instructional read-aloud, the teacher reads aloud a selected text to children, occasionally pausing for conversation. The instruction (stopping points) is organized for highly intentional teaching. The texts are on or beyond the instructional reading level for a particular grade. The text-based discussion and strategies help children to construct meaning.

Structure of an Interactive/Instructional Read- Aloud Lesson

- Introduce the Text -Engage student interest and activate thinking.
- Read the Text- Stop a few times to invite thinking and a brief conversation. Students may turn and talk in pairs or threes, etc.
- Discuss the Text- Invite students to talk about the book. As students reflect on the meaning of the whole text, guide them toward some of the key understandings and main messages of the text.
- Revisit the Text- (Optional) You may want to revisit the book (on the same day or on subsequent days) to reread it, or parts of it, so that students can notice more about how it is crafted and build a deeper meaning.
- Respond to the Text- (Optional)- Engage students in additional experiences to enhance their appreciation and interpretation of the text, e.g., writing about reading, art, drama, and inquiry-based projects.

Use the mentor text for the unit for the Read Aloud as well as the mini-lessons. The mini lessons stem from the Read Aloud. For more information:

Copy of Interactive/Instructional Read Aloud March 2023 -

https://docs.google.com/presentation/d/1_HdEZR4MgTw11PSDO4anS6I9KRHTvrXmQTy57O1M-mI/edit#slide=id.p

Part 1- Understanding the Mystery- Approximately 9 Days

Mentor Text- The Absent Author by Ron Roy and The Diamond Mystery by Martin Willis

Standards:

RL.IT.3.3. Describe the development of individual character’s traits, motivations, or feelings and explain how their actions contribute to the plot within a text.

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

RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to

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parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Lesson- Session 1 pg. 4 - Whodunit? Drawing on All We Know About Solving Mysteries to Read Mysteries

You will teach students that once a reader realizes that a book is a mystery, that reader first asks, “What’s the mystery here?” and then asks, “Who is the crime solver?”

- **HOMEWORK-STUDENTS READ AND ANSWER THE QUESTIONS- CALADY’S QUEST BY TERESA BATEMAN-** In this story, a young girl named Calady goes on a quest, or a long journey, searching for the most important thing in the kingdom. Discuss character's motivations in the story. Calady's_Quest-student_copy.pdf -

https://drive.google.com/file/d/1_NNj6An5Ih3Pkk0afudkolN2BduMtHNo/view

Lesson-Session 2 pg. 13 - Mystery Readers Try to Solve the Mystery Before the Crime Solver Does

You will teach students that mystery readers try to solve the mystery before the crime solver does. To do this, mystery readers pay close attention to story details that might be clues and then use those clues to solve the mystery.

- **HOMEWORK- READING FOR CLUES-** Students read their mystery book and mark places in the text that are suspicious.

Lesson- Session 3 pg. 26 - Mystery Readers Do a Special Kind of Predicting: Suspects, Opportunities, and Motives

You will teach students that the only way mystery readers can predict or think forward to figure out who did the crime, is to think backward. Mystery readers think back about each character to consider if he or she might be a suspect.

Added Lesson- Guided Practice Lesson- “Mystery at Camp White Cloud”

- You will teach students how to utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Read/Discuss the Raz-Plus Book, “Mystery at Camp White Cloud” by Troy Wolff. It tells how Frankie and Gil follow clues to solve a campground mystery. Campers are scared when warnings appear written on the cabin walls, and the director threatens to close camp early. Frankie and Gil save the day when their detective work pays off, and the children are allowed to stay at camp after all. raz_lq15_mysteryatcamp_clr.pdf -

https://drive.google.com/file/d/1Jl1B8L0ODs_4pSyGAHFjT-kRzlOY0wU-/view

Lesson- Session 4 pg. 37- When the Going Gets Tough, Readers Need Strategies

You will teach students that when mystery readers come to tricky parts of books or start new books that feel tricky, they take action and use strategies to deal with the problem.

Lesson- Session 5 pg. 51 - Thoughtful Writing and Talking About Reading

You will invite students to investigate the inquiry question, “When a reader writes skillfully to think more about reading, what would that writing look like?” Be sure to share Fig. 5-1 Reading Jots written by grown-ups. The resource is located on Heineman in session 5.

Lesson- Session 6 pg. 60- Mystery Readers, Like Crime Solvers, Often Collaborate with Partners to Solve Mysteries

You will teach students that just as great detectives often depend on a partner to solve crimes, great readers of mysteries also often depend on a partner to discuss ideas and solve mysteries.

Lesson- Session 7 pg. 69 - Holding Onto the Mystery, Even When the Book is Long and Tricky

You will teach students that when mystery readers tackle long books, they use strategies to remember what they’ve already read, which will help to hold onto the story as they read. At the end of chapters, they might think about the main event and small details that really matter.

Lesson-Assessment- Read and Answer the questions- The Guitar Pig Mystery (540L). In this story, Daniel and his cousin Evelyn are at a family reunion, a gathering of all their family members. They must work together to find something for their Aunt Kim. The Guitar Pig Mystery-student copy.pdf -

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<https://drive.google.com/file/d/1uGpDc-5WzJ5zWhQUhS1BmZiwDxJzBosR/view>

Part 2- Raising the Level of Mystery Reading- Approximately 9 Days

Standards:

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

RL.MF.3.6. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Lesson- Session 8 pg. 80 - How Mystery Books Go: Patterns, Common Characteristics

You will guide students to investigate the questions, "What's the same across all mysteries? How do mystery books go?"

- Mentor Text: Nate the Great and the Phony Clue by Marjorie Weinman Sharmat

"Nate the Great and the Phony Clue" by Marjorie Weinman Sharmat (460L) -

<https://www.youtube.com/watch?v=2TtcMo13NfM>

View the video before sharing if you are not using a hard copy of the text.

Lesson- Session 9 pg. 90 - Reading On, Influenced by Knowing How Mysteries Usually Go

You will teach students that once a reader figures how a kind of book is apt to go, that knowledge helps him or her read differently. When reading mysteries, readers know to look for suspects, crime solvers, clues, and other things specific to that genre.

Lesson- Session 10 pg. 95 - Raising the Level of Partner Talks

You will remind students that when strong readers run into trouble, they get help from their reading partner- who can offer positive support and suggest specific strategies.

Lesson- Session 11 pg. 104- The Red Herring: Throwing Readers and Detectives Off the Right Track

You will teach students about one of the most common characteristics of mystery- the red herring, a false clue devised by the author to throw readers and detectives off the right track.

Lesson- Session 12 pg. 114 - Finding Hidden Clues

You will teach students that when readers are surprised by the solution of a mystery, they go back and think about the hidden clues they may have missed along the way. Be sure to do the Conferring and Small Group Work- Supporting the Skill to Part-to-Whole Thinking (pg. 121) with the entire class.

Use Fig. 12-2 as the teaching tool.

Added Lesson- Using Illustrations

- You will teach students how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

You can use the text chosen for the lesson or refer back to previous text (i.e., Nate the Great and the Phony Clue). Demonstrate how the illustrations add to the words in the story. Students should do this same work in their own mysteries with illustrations.

Lesson- Session 13 pg. 124 - What Kind of Mind-Work Does This Mystery Want the Reader to Do?

You will teach students that text will signal when to slow down and read closely, and when to speed quickly through pages.

Lesson- Session 14 pg. 134 - Self-Assessment, Goals, and Practice!

You will remind students that readers improve by thinking about how they can get stronger as readers, set specific goals, and then work on achieving those goals.

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Part 3- Reading Mysteries Can Help You Read Any Kind of Fiction- Approximately 11 Days

Standards:

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

RL.CT.3.8 Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).

Lesson- Session 15 - Readers Apply the Work of One Kind of Fiction to All Fiction

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You will teach students that skilled readers of mysteries can use mystery-reading skills to read any fiction book really well.

Lesson- Session 16 - Fiction Readers Solve Mysteries that Relate to Character and Plot

You will remind students that great readers of fiction know and think a lot about what matters, especially characters. Expert fiction readers try to understand characters by figuring out who they are and why they act the way they do. Be sure to do the Conferring and Small-Group Work- Supporting Readers to Do More Synthesized Reading and Thinking (pg. 55) with the entire class. Use Fig. 16-2 as the teaching resource. Extend this lesson as needed.

Lesson- Session 17 - Using Clues to Drive Predictions

You will teach students that fiction readers think about what has happened already in the story and about the characters. Based on the clues that they find, readers make predictions. Be sure to do the Conferring and Small-Group Work- Supporting Students with More Complex Texts with the entire class (pg. 164). Extend this lesson as needed.

Added Lessons (Approximately 3 Days)- Comparing Mystery Books by the Same Author

- You will teach students how to compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).

Use a book from the A-Z Mysteries Series that was read previously. Summarize the book read.

Read a new book from the series- A-Z Mysteries, The Canary Caper by Ron Roy. (570L)

<https://www.youtube.com/watch?v=15H7bliqR9g> View the video before sharing it with students.

Hard Copy of Text pgs. 1-55 <https://fliphtml5.com/bjnnng/nboo/basic?scrlybrkr=5c52142e>

Lesson- Compare and contrast settings and plots

Lesson- Compare and contrast themes

Students should compare and contrast themes, settings, and plots, across mystery books they have read.

Lesson 18 - Celebration

You will teach students that skilled readers read with alertness, figuring things out for themselves. They are aware of this mind-work, they think about their thinking, and they talk to others about their thinking.

Added Lesson-Assessment- LinkIt! Reading Unit Assessment- “The Case of the Missing Left Shoe” (1 Reading Block)

Bend I: Understanding the Mystery

Start with Assessment- Read Information (Printing and Copying Materials)

Session 1 - Whodunit? Drawing on All We Know About Solving Mysteries to Read Mysteries

You will teach students that once a reader realizes that a book is a mystery, that reader first asks, “What’s the mystery here?” and then asks, “Who is the crime solver?”

Session 2 - Mystery Readers Try to Solve the Mystery Before the Crime Solver Does

You will teach students that mystery readers try to solve the mystery before the crime solver does. To do this, mystery readers pay close attention to story details that might be clues and then use those clues to solve the mystery.

A Day for Assessment-“Doodlebug & Dandelion: Mystery of the Bandits”

Session 3 - Mystery Readers Do a Special Kind of Predicting: Suspects, Opportunities, and Motives

You will teach students that the only way mystery readers can predict or think *forward* to figure out who did the crime, is to think *backward*. Mystery readers think back about each character to consider if he or she might be a suspect.

Session 4 - When the Going Gets Tough, Readers Need Strategies

You will teach students that when mystery readers come to tricky parts of books or start new books that feel tricky, they take action and use strategies to deal with the problem.

Session 5 - Thoughtful Writing and Talking About Reading

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You will invite students to investigate the inquiry question, “When a reader writes skillfully to think more about reading, what would that writing look like?”

Session 6 - Mystery Readers, Like Crime Solvers, Often Collaborate with Partners to Solve Mysteries

You will teach students that just as great detectives often depend on a partner to solve crimes, great readers of mysteries also often depend on a partner to discuss ideas and solve mysteries.

Session 7 - Holding Onto the Mystery, Even When the Book is Long and Tricky

You will teach students that when mystery readers tackle long books, they use strategies to remember what they’ve already read, which will help to hold onto the story as they read. At the ends of chapters, they might think about the main event and small details that really matter.

Bend II: Raising the Level of Mystery Reading

Session 8 - How Mystery Books Go: Patterns, Common Characteristics

You will guide students to investigate the questions, “What’s the same across all mysteries? How do mystery books go?”

Session 9 - Reading On, Influenced by Knowing How Mysteries Usually Go

You will teach students that once a reader figures how a kind of book is apt to go, that knowledge helps him or her read differently. When reading mysteries, readers know to look for suspects, crime solvers, clues, and other things specific to that genre.

Session 10 - Raising the Level of Partner Talks

You will remind students that when strong readers run into trouble, they get help from their reading partner-who can offer positive support and suggest specific strategies.

Session 11 - The Red Herring: Throwing Readers and Detectives Off the Right Track

You will teach students about one of the most common characteristics of mystery- the red herring, a false clue devised by the author to throw readers and detectives off the right track.

Session 12 - Finding Hidden Clues

You will teach students that when readers are surprised by the solution of a mystery, they go back and think about the hidden clues they may have missed along the way.

Session 13 - What Kind of Mind-Work Does This Mystery Want the Reader to Do?

You will teach students that text will signal when to slow down and read closely, and when to speed quickly through pages.

Session 14 - Self-Assessment, Goals, and Practice!

You will remind students that readers improve by thinking about how they can get stronger as readers, set specific goals, and then work on achieving those goals.

Bend III: Reading Mysteries Can Help You Read Any Kind of Fiction

Session 15 - Readers Apply the Work of One Kind of Fiction to All Fiction

You will teach students that skilled readers of mysteries can use mystery-reading skills to read *any* fiction book really well.

Session 16 - Fiction Readers Solve Mysteries that Relate to Character and Plot

You will remind students that great readers of fiction know and think a lot about what matters, especially characters. Expert fiction readers try to understand characters by figuring out who they are and why they act the way they do.

Session 17 - Using Clues to Drive Predictions

You will teach students that fiction readers think about what has happened already in the story and about the characters. Based on the clues that they find, readers make predictions.

Session 18 - Celebration

You will teach students that skilled readers read with alertness, figuring things out for themselves. They are aware of this mind-work, they *think* about their thinking, and they talk to others about their thinking.

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| Unit Plan Title | Unit - Social issues Book Clubs Across Fiction and Nonfiction (Guidance from the TCRWP Curricular Calendar) |
| Suggested Time Frame | June |

Overview / Rationale

In this unit, teachers will push students to begin to consider what underlying issues are present in their books. In Bend I, students will learn to use social issues as lenses, not only identifying what issues are present in books but reading through those lenses, collecting evidence to support their thinking and analyzing what the evidence shows that the author wants to say about the issue. In Bend II, students will begin to consider issues which may tend to be overlooked and read through the lenses of these more difficult issues, bringing in nonfiction to increase their understanding. By Bend III, students will focus on a particular issue and they will likely begin to see evidence of this issue everywhere. Students will consider ways in which they might engage in social action around this issue.

Stage 1 – Desired Results

WIDA STANDARDS:

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

ELD-SI.K-3.Inform

- Define and classify objects or concepts
- Describe characteristics, patterns, or behavior
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

ELD-SI.K-3.Argue

- Ask questions about others' opinions
- Support own opinions with reasons

ELD-LA.2-3.Narrate.Interpretive

Interpret language arts narratives by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to event sequences
- Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

ELD-LA.2-3.Narrate.Expressive

Construct language arts narratives that

- Orient audience to context
- Develop story with time and event sequences, complication, resolution, or ending
- Engage and adjust for audience

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ELD-LA.2-3.Inform.Interpretive

Interpret informational texts in language arts by

- Identifying the main idea and key details
- Referring explicitly to descriptions for themes and relationships among meanings
- Describing relationship between a series of events, ideas or concepts, or procedural steps

ELD-LA.2-3.Inform.Expressive

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Add details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout text

Established Goals:

New Jersey Student Learning Standards for English Language Arts 2023

- RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
- RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).
- RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.

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- RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.
- RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently. '
- RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters.
- RI.PP.3.5. Distinguish their own point of view from that of the author of a text.
- RL.MF.3.6. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- RI.AA.3.7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
- RL.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).
- RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.
- SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and

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teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

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

B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

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

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

SL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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

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

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

Established Goals:

New Jersey Student Learning Standards - English Language Arts 2016

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

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

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

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

RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

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

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

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RI.3.6. Distinguish their own point of view from that of the author of a text.

RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.

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

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

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

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

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Interdisciplinary Connections

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world

Civics, Government, and Human Rights: Participation and Deliberation

6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

Computer Science and Design Thinking

Computing Science

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Career Readiness, Life Literacies and Key Skills

Civic Financial Responsibility:

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

Creativity and Innovation:

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

Critical Thinking and Problem-solving:

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

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| 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). | |
| Essential Questions: <ul style="list-style-type: none"> How can my reading help me to look at the issues that exist in the world through a variety of perspectives, understanding how a person's point of view on an issue shapes what he or she thinks and sees? How can I read with a lens, looking at texts to locate the issues that are faced by several different characters, so that I can begin to think about how the issues play out differently in different texts, in different lives? How can I widen the lens through which I am seeing so that I see a character not just as one person but also as representing a group of people, that might face this issue in similar ways? How can we see multiple perspectives of an issue, and understand that the causes and solutions to issues are neither simple nor easy to solve? | Enduring Understandings: <i>Students will be able to understand:</i> <ul style="list-style-type: none"> Characters in books often represent groups of people who face similar social issues in the real world. Social issues impact different groups of people in different ways. People can take action to address injustices and improve social issues. |
| Knowledge: <i>Students will know:</i> <ul style="list-style-type: none"> Social issues include but are not limited to topics such as: bullying, poverty, homelessness, gender/race/class issues. All people are affected by social issues. | Skills: <i>Students will be able to...</i> <ul style="list-style-type: none"> Identify social issues in books. Compare and contrast social issues across multiple books. Discuss social issues in book clubs. |

| Student Resources |
|---|
| Students read various books/texts. |
| Teacher Resources |
| <i>Units of Study for Teaching Reading</i> (Grade 3) by Lucy Calkins <ul style="list-style-type: none"> Social issues Book Clubs Across Fiction and Nonfiction (Guidance from the TCRWP Curricular Calendar) www.heinemann.com https://readingandwritingproject.org/ |

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Mentor Texts:

One Hundred Dresses by Eleanor Estes

Each Kindness by Jacqueline Woodson

Battling Bullies (article) by Laura D Egodigwe

<http://www.scholastic.com/browse/article.jsp?id=5408>

Stage 2 – Assessment Evidence

Pre-Assessment:

Conduct a read aloud (book of teacher’s choice); students stop and jot their answers to your questions on post-its

Formative Assessments:

- Running records
- Conference notes
- Small group work notes

Summative Assessment:

Conduct a read aloud (book of teacher’s choice); students stop and jot their answers to your questions on post-its

Stage 3 – Learning Plan

Bend I: Reading Between the Lines to Interpret Issues in Texts

Session 1

You will teach students that critical readers choose the lenses through which they view texts- and life. When you decide to read critically, you put on lenses that allow you to see social issues that thread through books. Reading for social issues can help you better understand and empathize with people in books, movies, and the world.

Session 2

You will teach students that there are multiple issues in one book. Critical readers consider multiple ideas; they know that texts often have multiple larger meanings and could have one or two main issues as well as a few smaller ones.

Session 3

You will teach students that when readers intend to read a book with a particular lens (like social issues), often first, they read for the story, for what happens, and then they read asking, “What does this story teach about ____?” (homelessness, bullying, losing someone etc.)

Session 4

You will teach students that when readers want to learn about social issues in a book, they pay close attention to scenes that bring out a strong reaction in them- ones that present an unfair situation. They notice how characters react to this situation and then think, “What am I learning about this issue from the scene?”

Session 5

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You will teach students that critical readers know how important it is to study when and how a character struggles and to ask, “What does the character’s troubles suggest about the social issue in this book? What do they suggest the author wants to convey?”

Session 6

You will teach students that oftentimes the same issues are addressed in many books. You will teach them that readers consider how different authors address the same- or similar- issues and what each author is conveying about those issues.

Session 7

You will teach students that readers consider different perspectives of various characters in a book. Readers might ask, “What are the different characters’ reactions to these issues? How do they deal with these issues in similar or different ways? What perspective on these issues does each character have? If the perspective is different, what explains the difference?”

Session 8

You will teach students that in addition to studying characters’ struggles, another way to think deeply about social issues in books is to pay attention to crucial scenes. You can mark those pages and consider how an issue is shown there. You can notice how characters react to situations in these scenes and determine what that teaches us about the issues.

Session 9

You will teach students that one way to approach a conversation about social issues in a book is to examine the book through the lens of fairness and unfairness. Readers can say, “I think this is fair because...” or “I think this is unfair because...” and “This matters to me because...”

Session 10

You will teach students that critical readers know that one way to approach the subject of social issues is to think, “What is the struggle this character is facing?” You will teach students that is only a starting point. Readers also need to ask themselves, “What is the more universal issue this book is addressing?”

Session 11

You will teach students that when readers have a healthy diet of fiction and nonfiction, one kind of reading ends up informing the other. Critical readers look outside their fiction reading to nonfiction resources to deepen their understanding of the social issues they are reading about.

Bend II: Analyzing the Way Different Authors Address and Craft Similar Social Issues in Both Literature and Current Events

Session 12

You will teach students that there are some issues that hide in texts that are a lot harder to analyze. To consider these issues, readers usually ask some tough questions of their texts. They use those questions as a lens, reading and growing new ideas with them in mind.

Session 13

You will teach students that each reader is a member of many groups- groups that are determined by your gender, race, religion, class, and also by your interests, values, and hobbies. This group identity shapes us and how we think. Readers consider the groups that the characters in their books belong to and use this information to think about their various perspectives.

Session 14

You will teach students that once readers learn more about the social issues they see in fiction, they can examine their own lives- and the social issues that affect their lives- and bring any insights to their book conversations.

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Session 15

You will teach students that critical readers read multiple sources of nonfiction on the same topic to get an even deeper understanding of the topic.

Session 16

You will teach students that just as you let the texts you read change the way you think about the world and new texts, your club conversations should also influence your thinking. One way to let conversations lead you to new insights is to ask, “What do we now think about this book after our conversation? What do we now think about the social issues we have been discussing? How will our future reading be different?”

Session 17

You will teach students that authors shape texts to convey meanings and to say something about life. You will remind students that they have been studying the ways in which authors share texts this whole year. Thoughtful readers closely read and reread sections of their novels and nonfiction texts to analyze craft and structure, asking themselves: “Why did the author most likely include a flashback (or quotes or dialogue or another writing technique) here? Why did the author choose this setting as opposed to another? Why did the author use these words in particular to describe...? Why did the author present two characters who think so differently?”

Session 18

You will teach students that readers compare and contrast the treatment of the same issues across multiple texts in literature and nonfiction. They might do this by paying close attention to the tone of different texts; how two different authors address the same problem or issue; the use of language, structure, and literacy devices (including word choice, metaphors, cause and effect, pros and cons); the varying points of view that have been presented; the information that is given and left out; the way in which the texts differ from each other; and the different effects the texts have on the reader.

Bend III: Bringing Our Reading Lenses to the World- And Making Our Thinking More Complex

Session 19

You will teach students that readers can examine their own lives as well as the texts in other genres to deepen their understanding of an issue they find in fiction. They can discover new perspectives and learn more about the various causes for the issue.

Session 20

You will teach students that readers can use writing to stretch their thinking about what they are reading. Some helpful prompts include: “This makes me think...” “On the other hand...” “This connects with...” “I used to think __, but now I think __” or “Some people think __ but I think __.”

Session 21

You will teach students that growing as a book club member means pushing yourself to take the club’s conversations and make something of them. Just as you can write in *preparation* for your conversations, you can also write in *response* to those conversations. You can think on paper about how the club’s conversations have shaped and influenced your own thinking and given it greater complexity.

Session 22

You will teach students that readers are always building on what they already know. Readers use strategies they have already learned in order to develop a stronger understanding of the issues they are reading about.