

Domain: <i>Reading Informational Text</i>		
Cluster: <i>Keys Ideas and Details</i>		
Standards: RI.3.1 <i>Ask and Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
In what ways can the reader identify evidence in the text to support answers or conclusions?	Written texts have a variety of purposes.	To assist in meeting the standards students may <ul style="list-style-type: none"> • Students read silently as passages or portions of informational text are read aloud. Students locate information in texts to answer questions. • Students place sticky notes containing comprehension questions on the portions of text that answer the questions regarding purpose of text.
Content Statements		
Use examples from the text to support answers and conclusions.		
Assessments		Teacher Resources http://www.freereading.net/index.php?title=Introduce: Purpose for Reading
Teacher observation Read the passage and determine the purpose of text		
Equipment Needed		

<p>Several texts Internet connection</p>	<p>Reading Street 2013 Alignment SE 1: 51-53, 94, 127, 150, 204, 222,270, 354, 375, 394, 443, 458</p>
<p>NJ Model Curriculum Alignment 2013</p>	<p>SE 2: 42, 76, 91, 106, 121, 140, 155, 217-219, 227, 250, 293, 325, 371, 386, 399, 452, 499</p>
<p><u>Unit 1</u> Ask and answer questions about fiction and non-fiction that can be supported with evidence both written and orally, offering elaboration and detail.</p> <p><u>Unit 2</u> N/A</p> <p><u>Unit 3</u> N/A</p> <p><u>Unit 4</u> N/A</p> <p><u>Unit 5</u> N/A</p>	<p>TE 1: 50–51, 51a, 53a, SG•5, SG•10, 94a, SG•37, SG•42, SG•44, SG•47, 126a, 132–133, 133a, 134–135, 135a, 136–137, 137a, 138–139, 139a, 140e–140f, 140–141, 141a, 142–143, 143a, 144–145, 145a, 146–147, 147a, 148–149, 149a, 150–151, 154–155, 155a, 156–157, 157a, 159h, SG•50, SG•51, SG•52, SG•53, SG•55, SG•56, SG•57, SG•58, SG•62, SG•63, SG•66, SG•70SG•71, SG•76, SG•79</p> <p>TE 2: 204a, 204–205, 210–211, 211a, 212–213, 213a, 214–215, 215a, 216–217, 217a, 218–219, 219a, 220–221,221a, 222–223, 223a, 226–227, 227a, SG•4, SG•5, SG•6, SG•7, SG•8, SG•9, SG•10, SG•11, SG•12, SG•13, SG•14, SG•15, SG•16, 260–261, 261a, SG•21, SG•22, SG•23, SG•28, SG•31, 270a, 270–271, 296–297, 297a, 299l–299m,SG•42, SG•47, 333l–333m, 346–347, 348–349, 350e–350f, 352–353, 353a,354–355, SG•72, SG•73, SG•76, SG•77, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13, UR•48–UR•49, UR•50– UR•51, UR•52–UR•53</p> <p>TE 3: 374a, 374–375, 380–381, 381a, 382–383, 383a, 384–385, 385a, 386–387, 387a, 388e–388f, 388–389, 389a, 390–391, 391a, 392–393, 393a, 394–395, 398g–398h, 403h–403i, 403l–403m, SG•4, SG•5, SG•6, SG•7, SG•8, SG•9, SG•10, SG•11, SG•12, SG•13, SG•14, SG•15, SG•16, 442a, 442–443, 446–447, 448–449, 449a, 450–451, 452e–452f, 452–453, 453a, 454–455, 456–457, 457a, 458–459, SG•36, SG•37, SG•38, SG•39, SG•40, SG•41, SG•42, SG•43, SG•44, SG•45, SG•46, SG•47, SG•48, 497a, 499a, SG•52, SG•53, SG•54, SG•55, SG•58, SG•59, SG•60, SG•63, SG•64, 516–517, 517a, 520–521, 521a, 522–523, 523a, 528–529, 529a, SG•68, SG•69, SG•71, SG•72, SG•74, SG•78, SG•80, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13, UR•32–UR•33</p> <p>TE 4: 28–29, 29a, 30–31, 31a, 32–33, 33a, 34–35, 35a, 36e–36f, 36–37, 37a, 38–39, 42–43, 43a, 46–47, 47a, 48–49, 49a, 50–51, 51a, 53h, SG•2, SG•3, 4, SG•5, SG•8, SG•9, SG•10, SG•11, SG•12, SG•13, SG•14, SG•15, 60d, 66–67, 67a, 74–75, 75a, 76–77, 77a, 85j–85k, 90a, 90–91, 97a, 100e–100f, 100–</p>

101, 101a, 106–107, 107a, 110g–110h, 110–111, 111a, 112–113, 113a, 115l–115m, SG•34, SG•35, SG•40, SG•41, SG•44, SG•45, 120a, 120–121, 126–127, 127a, 128–129, 129a, 130–131, 131a, 132–133, 133a, 140–141, 141a, 146–147, 147a, 149h, 149l–149m, SG•50, SG•51, SG•54, SG•55, SG•56, SG•60, SG•62, 154a, 154–155, 183l–183m, UR•28–UR•29, UR•31, UR•32–UR•33, UR•38–UR•39, UR•41, UR•42–UR•43

TE 5: 216g–216h, 216–217, 217a, 218–219, 219a, 221l–221m, SG•5, SG•10, SG•11, SG•12, SG•15, 226a, 226–227, 250–251, 251a, SG•22, SG•23, SG•27, SG•32, SG•38, SG•39, 292a, 292–293, SG•54, SG•55, SG•58, SG•64, 324a–324–325

TE 6: 370a, 370–371, 374–375, 375a, 376–377, 377a, 378–379, 379a, 380–381, 381a, 382e–382f, 382–383, 383a, 384–385, 385a, 386–387, 387a, 393l–393m, SG•3, SG•4, SG•7, SG•8, SG•11, SG•12, SG•13, SG•14, SG•15, 398a, 398–399, 424–425, 425a, 426–427, 427a, 429l–429m, SG•28, 440–441, 441a, 442–443, 443a, 444–445, 445a, 446–447, 447a, 448–449, 449a, 450–451, 451a, 452–453, 453a, 459l, 490–491, 491a, 498a, 498–499, SG•66, SG•71, SG•76, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13, UR•28–UR•29, UR•31

Domain: Informational Texts		
Cluster: <i>Key Ideas and Details</i>		
Standards: <i>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p><i>How do readers strengthen comprehension by identifying topic of text and determining the main idea?</i></p> <p><i>How do effective readers identify and use supporting details to determine topic and/or main idea?</i></p>	<p><i>Use key details to support the main idea of informational text.</i></p> <p><i>Authors will use major details and minor details to emphasize a point.</i></p>	<p><i>To assist in meeting this standard students may:</i></p> <ul style="list-style-type: none"> <i>Order paragraphs by using sentence strips to put them into logical order. Identify the main idea of the paragraph.</i> <i>Work with partners to read common texts and pause frequently (for example: at the end of each section, chapter, page) to share details to identify the main idea.</i> <i>Record the details that support the main idea.</i>
Content Statements		
<i>Main ideas can be summarized in ways that maintain meaning and logical order.</i>		
Assessment		Teacher Resources
<i>To show evidence of meeting this standard, students may:</i>		
Read passage and complete graphic organizer to identify main idea and supporting details.		<p>www.studyzone.org</p> <p>www.internet4classrooms.com/skill_builders/main_ideas</p>

<p>Equipment Needed Text, Internet, Graphic Organizer</p>	<p>Reading Street 2013 Alignment</p>
	<p>SE 1: 51-52, 119, 150, 204-205, 222, 270, 338-339, 354, 375, 394 SE 2: 42, 58-59, 76, 106, 110, 140, 216, 226, 292, 315, 386, 426, 434-435, 452, 498</p>
<p>NJ Model Curriculum Alignment</p>	<p>TE 1: 51a, 118-119, 119a, 150-151</p>
<p>Unit 1 Identify the main idea of a text and recount key details Provide an explanation of how key details support the main idea.</p>	<p>TE 2: 204a, 204-205, 210-211, 211a, 212-213, 216e-216f, 218-219, 219a, 220-221, 221a, 222-223, 223a, 228-229, 229a, 231h, 231i-231m, SG•5, SG•9, SG•14, SG•18, 270a, 270-271, 294-295, 295a, 299i-299m, 333i-333m, 338a, 338-339, 344-345, 348-349, 350e-350f, 352-353, 354-355, 363h, 363i-363m, SG•67, SG•68, SG•72, SG•78, UR•8-UR•9, UR•12-UR•13, UR•48-UR•49, UR•52-UR•53</p>
<p>Unit 2 N/A</p>	<p>TE 3: 374a, 374-375, 382-383, 383a, 384-385, 385a, 388e-388f, 388-389, 389a, 394-395, 458-459, 526-527, 527a, UR•12-UR•13</p>
<p>Unit 3 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>TE 4: 36e-36f, 42-43, 43a, SG•7, SG•9, SG•12, 58a, 58-59, 64-65, 65a, 66-67, 67a, 68-69, 69a, 72-73, 73a, 74-75, 75a, 76-77, 77a, SG•20, 106-107, 107a, 110-111, 111a, 132e-132f, 134-135, 135a, 138-139, 139a, 140-141, 141a, 173c, SG•66, SG•70, UR•8-UR•9, UR•10-UR•11, UR•12, UR•22</p>
<p>Unit 4 N/A</p>	<p>TE 5: 216-217, 217a, 226a, 226-227, 250-251, 251a, 292a, 292-293, SG•50, SG•55, SG•60, 314-315</p>
<p>Unit 5 Determine the main idea in informational grade 3 text. Recount key details and explain how they support the main idea in an informational Grade 3 text.</p>	<p>TE 6: 381d-381e, 382e-382f, 386-387, 387a, 424g-424h, 426-427, 427a, SG•26, 434a, 440-441, 445a, 446e-446f, 453a, SG•34, SG•35, SG•36, SG•39, SG•40, SG•42, SG•45, SG•46, SG•47, 498a, 498-499, UR•31, UR•32-UR•33</p>

Domain: <i>Informational Text</i>		
Cluster: <i>Key Ideas and Details</i>		
Standards: <i>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.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p><i>Why are stories that are handed down through generations integral to today's literature?</i></p> <p><i>How does the past affect the present?</i></p>	<p><i>Aspects of science, social studies and literature are integrated.</i></p> <p><i>Past inventions have influenced current technology.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Create a story they want to preserve</i> • <i>Create a timeline to show order of events in historical text (Transportation, Technology, Medicine)</i> • <i>Create cause and effect chart</i>
Content Statements		
<i>Understand the cultural value of literacy through history, science and technology.</i>		
Assessments		<p style="text-align: center;"><u>Teacher Resources</u></p> <p>www.eduplace.com/graphicorganizer/</p> <p><u>Reading Street 2013 Alignment</u></p> <p>SE 1: 94, 118–119, 150, 227, 507</p> <p>SE 2: 41, 154, 398–399</p> <p>TE 1: 53a, 94a, 118–119, 126a, 136–137, 138–139, 140e, 142–143, 143a, 144–145, 150–151, 154–155, 155a, 156–157, 157a, SG•70, SG•71, SG•75, SG•80, UR•38–UR•39, UR•40–UR•41, UR•42–UR•43</p> <p>TE 2: 216e–216f, 226–227, 227a, 228–229, 229a</p> <p>TE 3: 382–383, 383a, 388–389, 389a, 400–401, 401a, SG•2, SG•6, SG•7,</p>
<i>To show evidence of meeting this standard, students may: Use timeline project to show understanding of skill.</i>		
Equipment Needed		
Texts, Internet, Graphic Organizers		

NJ Model Curriculum Alignment 2013**Unit 1**

N/A

Unit 2

Describe the relationship of steps in technical procedures in a text, using language that indicates time and sequence.

Unit 3

Describe the relationship between a series of historical events or scientific ideas or concepts, using language that pertains to cause/effect.

Unit 4

N/A

Unit 5

N/A

SG•12, SG•13, 506a, 506–507, 512–513, 513a, 518e, 520–521, 521a, 524–525, 525a, 537h, 537l–537m, SG•78, UR•48–UR•49, UR•51, UR•52–UR•53
TE 4: 28–29, 29a, 40–41, 41a, SG•14,74–75, 75a, 90a, 90–91, 96–97, 98–99, 99a, 100e–100f, 100–101, 101a, 102–103, 103a, 104–105, 105a, 106–107, 107a, 110–111, 111a, 112–113, 113a, 115h, 115l–115m, SG•36, SG•40, SG•41, SG•46, 132e–132f, 132–133, 133a, 136–137, 137a, 144–145, 145a, SG•53, SG•57, 154a, 154–155, UR•12, UR•29, UR•31, UR•32–UR•33, UR•42–UR•43
TE 5: 218–219, 219a, 221l–221m, SG•66, SG•67, SG•70, SG•71, SG•76, SG•77
TE 6: 370a, 370–371, 382–383, 383a, SG•3, SG•7, SG•9, SG•12, SG•14, 398a, 398–399, 429l–429m, SG•18, SG•21, SG•23, SG•26

Domain: <i>Informational Text</i>		
Cluster: <i>Craft and Structure</i>		
Standards: <i>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.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>How does vocabulary help the understanding of text?</i>	<p><i>Use multiple meaning words</i></p> <p><i>Use different context clues to find the meaning of new vocabulary words.</i></p> <p><i>Use specific words and phrases related to different comprehension skills. Subject area.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <i>Use interactive shared reading to determine the meaning of new vocabulary words.</i> <i>Create topic area or subject related dictionaries</i> <i>Word Study Concept Sorts</i> <i>Generate antonyms and synonyms for vocabulary words.</i> <i>Small group centers</i>
Content Statements		
<i>Students' vocabulary will be expanded by the exploration of new words.</i>		
Assessments		Teacher Resources
<p><i>To show evidence of meeting this standard, students may:</i></p> <p><i>Use context clues to insert new vocabulary words.</i></p> <p><i>Teacher generated vocabulary test specific to subject area</i></p> <p><i>Write sentences/paragraph using subject specific vocabulary</i></p> <p><i>Use graphic organizer</i></p>		<p>www.vocabulary.com</p> <p>Reading Street 2013 Alignment</p> <p>TE 1: 127a, 128d, 154a–154b, 159a, SG•50, SG•55, SG•60</p> <p>TE 2: 347a, 350–351, 351a</p> <p>TE 3: 375a, SG•34, SG•35, SG•38, SG•39, 496g, 496–497, 497a, 499a, 532a–532b, UR•10–UR•11</p> <p>TE 4: 46g–46h, 126–127, 127a</p> <p>TE 6: SG•26, SG•31, 453b, 456g–456h, 456–457, 457a, 459h, SG•34, SG•35, UR•9</p>
Equipment Needed		
<i>Text, Internet, Thesaurus, Center Materials</i>		

NJ Model Curriculum 2013	
<u>Unit 1</u> N/A	
<u>Unit 2</u> N/A	
<u>Unit 3</u> Determine the meaning of general academic words and phrases in a text relevant to a grade 3 topic or subject area. Determine the meaning of domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	
<u>Unit 4</u> N/A	
<u>Unit 5</u> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	

Domain: <i>Informational Text</i>		
Cluster: <i>Craft and Structure</i>		
Standards: <i>R1.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>How does navigating the internet aide in discovery and inquiry?</i>	<i>The acquisition of information through the internet can increase or deter knowledge.</i>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> • <i>Students identify topics of given passages and use appropriate search tools to locate information about the topics.</i> • <i>Students will participate in a web scavenger hunt.</i> • <i>Students will work collaboratively to list key words that will help them narrow specific information on a given topic. (Ex: Animal versus Animal Habitats)</i>
Content Statements		
<i>Refocusing the inquiry questions better fits the information they find.</i>		
Assessments		Teacher Resources
<i>To show evidence of meeting this standard, students may: Use internet to assess students' knowledge of search tools.</i>		www.google.com www.ask.com
Equipment Needed		Reading Street 2013 Alignment
Internet		<p>SE 1: 154-155, 188-191, 222, 227-228, 294, 339, 354, 398, 443, 497, 534 SE 2: 58, 76, 144-147, 216, 218-219, 251, 314-317, 354-357, 391, 452, 491 TE 1: 154g-154h, 154-155, 155a, 188g-188h, 188-189, 189a, 190-191, 191a, SG•69, SG•74 TE 2: 215b, 216e, 222-223, 223c, 226g-226h, 226-227, 227a, 228-229, 229a, SG•10, 260-261, 261a, 294-295, 295a, SG•37, 327c, 338a, 338-339, 342-343, 343a, 344-345, 349a, 350e-350f, 354-355 TE 3: 378-379, 379a, 395c, 398-399, 399a, 400-401, 401a, 442a, 442-443,</p>

	456–457, SG•46, SG•47, 496g–496h, 496–497, 497a, 498–499, SG•63, 532g–532h, 532–533, 533a, 534–535, 535a, UR•28
NJ Model Curriculum 2013 Alignment	TE 4: 50–51, 51a, SG•10, SG•11, 58a, 58–59, 60d, 64–65, 65a, 70e–70f, 70–71, 71a, 76–77, 77a, SG•28, SG•29, SG•30, SG•31, 99b, 100e–100f, 107c, 144g–144h, 144–145, 145a, 146–147, 147a, SG•53, SG•58, SG•63, UR•22–UR•23
<u>Unit 1</u> N/A	TE 5: 213c, 216–217, 217a, 218–219, 250g–250h, 250–251, 251a, 271b, 281c, 314g–314h, 314–315, 315a, 316–317, 317a, 339b, 351c, 354g–354h, 354–355, 355a, 356–357, 357a, 359b, SG•79
<u>Unit 2</u> N/A	TE 6: 390g–390h, 390–391, 391a, 411b, 424g–424h, 424–425, 425a, SG•21, 445b, 452–453, 453a, 487c, 490g–490h, 490–491, 491a, SG•53, SG•58
<u>Unit 3</u> 8. Use text features (e.g., maps, table of contents, captions) to locate information relevant to a given topic efficiently.	
9. Use search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	
<u>Unit 4</u> N/A	
<u>Unit 5</u> N/A	

Domain: <i>Informational Texts</i>		
Cluster: <i>Craft and Structure</i>		
Standards: <i>RI.3.6 Distinguish their own point of view from that of the author of a text.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>Why is it important to draw individual conclusions?</i>	<i>Distinguish between fact and opinion.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Read texts and identify the author’s point of view and then students rewrite the text from their own point of view.</i> • <i>Venn diagram to compare and contrast the author’s point of view from their own. (See assessment)</i> • <i>Critically examine the quality or accuracy of the text, citing evidence for opinions.</i> • <i>Students can participate in a classroom debate with one group defending the author’s point of view, and the other group defending the students’ point of view.</i>
Content Statements	<i>Understanding there are different points of view on a given subject.</i>	
<i>Draw different conclusions other than that of the author of the text.</i>		
Assessments		<u>Teacher Resources</u>
<i>To show evidence of meeting this standard, students may: Use the completed Venn diagram</i>		www.readworks.org <u>Reading Street 2013Alignment</u> SE 2: 42, 112, 324-325, 386 TE 1: SG•34, SG•39, SG•44 TE 2: SG•23, SG•28, 346-347 TE 3: 380-381, 381a, 448-449 TE 4: 42-43, 43a, 46g-46h, 46-47,47a, 48-49, 49a, 50-51, 51a, 53i, SG•4, SG•5, SG•15, 68-69, 69a, 76-77, 77a, 90a, 90-91, 96-97, 100e-100f, 100-101, 101a, 106-107, 107a 110g-110h, 110-111, 111a, 112-113, 113a, SG•47, 126-127, 127a, 128-129, 129a, 140-141, 141a, UR•32-
Equipment Needed		
<i>Passage, Venn diagram</i>		

	UR•33, UR•38–UR•39 TE 5: SG•34, SG•39, SG•44, 324a, 324–325, 359h TE 6: 386–387, SG•18, SG•23, SG•28
NJ Model Curriculum 2013 Alignment	
<u>Unit 1</u> N/A	
<u>Unit 2</u> 3. Distinguish reader’s point of view from that of narrator or characters.	
<u>Unit 3</u> N/A	
<u>Unit 4</u> 2. Distinguish reader’s point of view from that of narrator or characters.	
<u>Unit 5</u> N/A	

Domain: <i>Reading Informational Text</i>		
Cluster: <i>Integration of Knowledge and Ideas</i>		
Standards: <i>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p><i>How do we identify print styles and headings, table of contents, glossary and index?</i></p> <p><i>What strategies do effective readers use to understand informational text?</i></p> <p><i>How does recognizing illustrations and words in text support understanding of text.</i></p> <p><i>Do text features and structures aid comprehension?</i></p>	<p><i>Making reader- text connections involves thinking beyond the text and transferring that information to other situations.</i></p> <p><i>Print and digital sources have characteristics and structure, which directly contribute to the meaning of a text.</i></p> <p><i>Exploring informational texts in different media and formats support a students ability to solve problems efficiently</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Complete a Venn Diagram</i> • <i>Generate a Reader’s Response Entry</i> • <i>Readers Response journal (e.g., reflect on how a topic such as evolution is presented in different mediums such as a textbook, blog and magazine)</i> • <i>The Frayer Model</i> • <i>Wordsplash</i> • <i>Writing RAFTs</i> • <i>Class-wide Peer Tutoring</i> • <i>Semantic Feature Analysis</i> • <i>Journaling</i> • <i>Double Entry Journaling</i> • <i>Create puzzles</i> • <i>Summary (e.g., write a summary on a topic such as evolution after exploring a variety of mediums such as a textbook, blog and magazine)</i>
Content Statements		
<i>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to</i>		

<p><i>demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</i></p>		
<p>Assessments</p>	<p><u>Teacher Resources</u></p>	
<p><i>Inquiry Based Research Poster</i> <i>Using print and digital sources, students will study the components and structure of non-fiction text. Using a 3-2-1 graphic organizer, they select three interesting facts, two WOW facts and one interesting question. The information is transferred to a poster with a structure as follows: What I know, What I learned, WOW and further questions/ comments. Criteria for poster includes: facts, one diagram, one chart and the option of a photograph with caption.</i></p> <p><i>Research/Travel Brochure</i> <i>Conduct research on a country topic students may have touched upon in their reading. Drawing on several sources (e.g., print, digital, video, multimedia, etc. Write a report or generate a travel brochure that entices people to visit that country. For the travel brochure, what should the students' classmates learn that would increase understanding of how we are similar to and different from people of that country? Teacher should create a specialized rubric to determine the level of student insight.</i></p>	<p>http://www.wordle.net/ http://jc-schools.net/tutorials/tools/english-ms.html http://www.facinghistory.org http://olc.spsd.sk.ca/de/pd/instr/strats/raft/ www.learnnc.org http://www.justreadnow.com/strategies/frayer.htm www.learnnc.org http://www.readingquest.org/strat/sfa.html http://www.nytimes.com/interactive/blogs/directory.html?scp=1-spot&sq=blogs&st=cse www.readwritethink.com http://rubistar.4teachers.org http://owlenglish.purdue.edu/owl/resource/724/02 www.parconline.org www.thinkfinity.com http://www.discoveryeducation.com/free-puzzlemaker/?CFID=455395&CFTOKEN=24706746 www.edutopia.org www.k8accesscenter.org/documents/JKnight.webinar.ppt http://www.readwritethink.org/classroom-resources/printouts/double-entry-journal-30660.html http://www.middleweb.com/Socratic.html</p> <p><u>Reading Street Alignment</u> SE 1: 150, 155, 228, 399, 442-443, 458 SE 2: 58-59, 76, 113, 217-219, 314-315, 424-425, 434-435, 452 TE 1: 50-51, 51a, 52-53a, 57a-57b, 130-131, 131a, 132-133, 133a, 137a, 138-139, 139a, 150-151, 154-155, 155a, 190-191, 191a TE 2: 208-209a, 218-219a, 226g-226h, 226-227, 227a, 228-229, 229a, 262-263, 263a, 291c, 343a, 345a, 349b TE 3: 398-399, 399a, 400-401, 401a, 442a, 442-443, 452e, 452-453, 453a, 454-455, 455a, 456-457, 458-459, 467h, 467i, 510-511, 511a, 529c, 534-535, 535a, UR•28-UR•29, UR•31, UR•32-UR•33 TE 4: 40-41, 41a, 48-49, 49a, 50-51, 51a, SG•11, 58a, 58-59, 62-63, 63a, 66-67, 67a, 68-69, 69a, 70e-70f, 72-73, 73a, 74-75, 75a, 76-77, 77c, 85h,</p>	
<p>Equipment Needed</p>		
<ul style="list-style-type: none"> • LCD Projector • Overhead Projector • Document Camera • SMART Board • Laptops • Trade books, magazines, newspapers, & textbooks 		

NJ Model Curriculum 2013 Alignment	
<p><u>Unit 1</u> Apply information gained from illustrations (e.g., maps, photographs) and the words in the text to understand informational text (e.g., where, when, why, and how key events occur).</p> <p><u>Unit 2</u> N/A</p> <p><u>Unit 3</u> N/A</p> <p><u>Unit 4</u> N/A</p> <p><u>Unit 5</u> N/A</p>	<p>85l–85m, SG•20, SG•24, SG•25, SG•28, SG•29, SG•30, 100–101, 101a, 104–105, 105a, 110–111, 111a, 112–113, 125a, 132f, 138–139, 139a, 141c, UR•18–UR•19, UR•20–UR•21, UR•22–UR•23</p> <p>TE 5: 216–217, 217a, 218–219, 228b,247c, 281c, 314g–314h, 314–315, 315a, 316–317, 317a, SG•53</p> <p>TE 6: 387c, 390–391, 391a, SG•5, SG•10, SG•15, 421c, 424g–424h, 424–425, 425a, 429b, 434a, 434–435, 438–439, 442–443, 443a, 445a, 446e–446f, 446–447, 447a, 450–451, 451a, 452–453, 459h, 459l–459m, SG•34, SG•35, SG•36, SG•37, SG•39, SG•40, SG•41,SG•42, SG•44, SG•45, SG•46, SG•47, SG•63, UR•28–UR•29, UR•31, UR•32–UR•33</p>

Domain: <i>Reading Informational Text</i>		
Cluster: <i>Integration of Knowledge and Ideas</i>		
Standards: <i>Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>How do authors convey complex ideas?</i>	<i>Arguments are enhanced by a logical progression of ideas</i>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> • Engage in a close reading of a select paragraph • Analyze and generate recipes • Select and complete an appropriate graphic organizer • Engage in word study • Develop a coherent paragraph using teacher-designed sentence strips • Engage in small group discussions • Generate a Reader’s Response Entry
Content Statements	<i>Different organizational strategies help to convey ideas</i>	
<i>Organizational structures and specific vocabulary help to connect and to convey ideas in a logical manner.</i>	<i>Specific vocabulary helps to support the logical development of an argument</i>	
Assessments		<p>Teacher Resources</p> <p>Purdue University’s (OWL) On-line Writing Lab PARCC Rubistar Readwritethink.org Readingquest.org Learner.org Project Citizen</p> <p>Reading Street Alignment 2013 SE 1: 126-127, 338, 354, 374-375, 398-400, 442, 506-507 TE 1: SG•47, 126a, 126-127, 150-151, 159h, 159l-159m, SG•61, UR•38-UR•39, UR•40-UR•41, UR•42-UR•43 TE 2: 338a, 338-339, 348-349, 354-355, SG•66, UR•52</p>
<i>Completed paragraph (e.g., Using sentence strips taken from a science textbook entry on the weather, place the sentences/information in the appropriate order.)</i>		
<i>Completed graphic organizer (e.g., Complete a Venn diagram or a sequence chart.)</i>		
<i>Write a recipe (e.g., Write a recipe about: brushing your teeth, making a sandwich, having the best birthday ever.)</i>		
Equipment Needed		

<ul style="list-style-type: none"> • LCD Projector • Overhead Projector • Document Camera • SMART Board • Laptops • Tradeooks; Newspapers; Magazines; Textbooks 	<p>TE 3: 374a, 374–375, 378–379, 379a,380–381, 381a, 384–385, 385a, 388e–388f, 388–389, 389a, 390–391, 391a,392–393, 393a, 394–395, 398g–398h,398–399, 399a, 400–401, 401a, 403h–403i, 403l–403m, 442a, 442–443,451a, 506a, 506–507, 512–513, 513a,514–515, 537h, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13, UR•32–UR•33,UR•48–UR•49, UR•52–UR•53</p> <p>TE 4: 100–101, 101a, 102–103, 103a,112–113, 113a, 120a, 120–121, 126–127, 127a, 134–135, 135a, UR•8–UR•9, UR•10–UR•11, UR•12</p> <p>TE 5: 218–219, 219a</p> <p>TE 6: 376–377, 377a, 393h, 426–427,427a, SG•31</p>
<p>NJ Model Curriculum 2013</p>	
<p><u>Unit 1</u> N/A</p> <p><u>Unit 2</u> 5. Describe the relationship between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p><u>Unit 3</u> N/A</p> <p><u>Unit 4</u> N/A</p> <p><u>Unit 5</u> N/A</p>	

Domain: <i>Reading Informational Text</i>		
Cluster: <i>Integration of Knowledge and Ideas</i>		
Standards: RI. 3.9 <i>Compare and contrast the most important points and key details presented in two texts on the same topic.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p><i>What strategies do effective readers use to understand informational text?</i></p> <p><i>How do author's words inform or persuade readers?</i></p> <p><i>How does comparing and contrasting text increase understanding of a topic?</i></p>	<p><i>Readers interpret text by reading thoroughly and with purpose to determine main ideas and the facts and details used to support them.</i></p> <p><i>Readers continually monitor and check their interpretations of the author's intent and meaning.</i></p> <p><i>Distinguishing similarities and differences from two sources on the same topic supports understanding and comprehension.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Complete a Venn Diagram</i> • <i>Generate a Reader's Response Entry</i> • <i>Readers Response journal (e.g., reflect on how a topic such as evolution is presented in different mediums such as a textbook, blog and magazine)</i> • <i>The Frayer Model</i> • <i>Wordsplash</i> • <i>Writing RAFTs</i> • <i>Class-wide Peer Tutoring</i> • <i>Semantic Feature Analysis</i> • <i>Journaling</i> • <i>Double Entry Journaling</i> • <i>Create puzzles</i> • <i>Summary (e.g., write a summary on a topic such as evolution after exploring a variety of mediums such as a textbook, blog and magazine)</i>
Content Statements		
<i>Compare and contrast the most important points and key details presented in two texts on the same topic.</i>		
Assessments		

Nonfiction Storyboard Guidelines:

- 1) Title
- 2) Author
- 3) Publisher and Publication Date (Copyright date)
- 4) Student prediction based on events and facts presented (before and after reading).
- 5) Structure of text/Genre (Discussion, Report, Explanatory, Opinion, Instructional or Relate).
- 6) Use of graphic organizers (including, but not limited to: compare/contrast, cause/effect, problem solving) to capture the main idea and/or main points that are important to the text.
- 7) Summary-brief summary (50 words or less, not word-for-word retelling) about the book.
- 8) Student-made connections (text-to-self, text-to-text, and/or text-to-world).
- 9) Author's Purpose - why the author wrote the story (entertain, inform, persuade, or a combination).
- 10) Follow-up questions to the author after reading the non-fiction text.

All About Our Town: Using Brochures to Teach Informational Writing

All communities have their own landmarks, symbols, and people that make them unique places to live. In this lesson, explore their towns using a variety of print and nonprint resources. By looking at brochures and other informational tools, students learn about some of the purposes for which people read and write. They also practice writing for a specific audience, revising their writing, and working collaboratively to create a brochure for new students just moving into town (See website: <http://www.readwritethink.org/classroom-resources/lesson-plans/about-town-using-brochures-856.html#overview>)

Teacher Resources

<http://www.wordle.net/>
<http://jc-schools.net/tutorials/tools/english-ms.html>
<http://www.facinghistory.org>
<http://olc.spsd.sk.ca/de/pd/instr/strats/raft/>
www.learnnc.org
<http://www.justreadnow.com/strategies/frayer.htm>
www.learnnc.org
<http://www.readingquest.org/strat/sfa.html>
<http://www.nytimes.com/interactive/blogs/directory.html?scp=1-spot&sq=blogs&st=cse>
www.readwritethink.com
<http://rubistar.4teachers.org>
<http://owlenglish.purdue.edu/owl/resource/724/02>
www.parcconline.org
www.thinkfinity.com
<http://www.discoveryeducation.com/free-puzzlemaker/?CFID=455395&CFTOKEN=24706746>
www.edutopia.org
www.k8accesscenter.org/documents/JKnight.webinar.ppt
<http://www.readwritethink.org/classroom-resources/printouts/double-entry-journal-30660.html>
<http://www.middleweb.com/Socratic.html>

Reading Street Alignment 2013

SE 1: 53, 119, 296
SE 2: 51, 106, 113, 391
TE 1: 52–53, 118–119, 119a
TE 2: 228–229, 229a, 260–261, 261a, 262–263, 263a, 296–297, SG•21, SG•26, SG•31, 296–297, 297a
TE 4: 46–47, 50–51, 51a, SG•10, 104–105, 112–113, 113a, 138–139
TE 5: 216g, 251a, 354g, 355a, 356–357, 357a
TE 6: 425a, 457a

Equipment Needed

- *LCD Projector*
- *Overhead Projector*
- *Document Camera*
- *SMART Board*
- *Laptops*
- *Trade books, magazines, newspapers, & textbooks*

NJ Model Curriculum 2013 Alignment**Unit 1**

N/A

Unit 2

N/A

Unit 3

N/A

Unit 4

4. Compare and contrast the most important points and key details presented in two texts on the same topic.

Unit 5

8. Compare and contrast the most important points and key details presented in two texts on the same topic.

Domain: <i>Strand: Reading Informational Text</i>		
Cluster: <i>Grade 3: Range of Reading and Level of Text Complexity</i>		
Standards: <i>RI. 3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p><i>How does what you know help you understand informational text?</i></p> <p><i>How does thinking about the author’s purpose and message deepen understanding?</i></p> <p><i>How do text features and characteristics of informational text influence reading comprehension and interpretation?</i></p>	<p><i>Informational and expository text is written differently than imaginative and literary text and makes different demands on the reader.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Complete a Venn Diagram</i> • <i>Generate a Reader’s Response Entry</i> • <i>Readers Response journal (e.g., reflect on how a topic such as evolution is presented in different mediums such as a textbook, blog and magazine)</i> • <i>The Frayer Model</i> • <i>Wordsplash</i> • <i>Writing RAFTs</i> • <i>Class-wide Peer Tutoring</i> • <i>Journaling</i> • <i>Double Entry Journaling</i> • <i>Create puzzles</i> • <i>Summary (e.g., write a summary on a topic such as evolution after exploring a variety of mediums such as a textbook, blog and magazine)</i>
Content Statements		
<p><i>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</i></p>		

Assessments**Getting the Gist? (Summarizing)**

(<http://readingquest.org/strat/summarize.html>) □

Summarizing is how we take larger selections of text and reduce them to their bare essentials: the gist, the key ideas, the main points that are worth noting and remembering. Webster's calls a summary the "general idea in brief form"; it's the distillation, condensation, or reduction of a larger work into its primary notions.

What Are We Doing When We Summarize? □ We strip away the extra verbiage and extraneous examples. We focus on the heart of the matter. We try to find the key words and phrases that, when uttered later, still manage to capture the gist of what we've read. We are trying to capture the main ideas and the crucial details necessary for supporting them.

When You Ask Your Students to Summarize, What Usually Happens?

- they write down everything
- they write down next to nothing
- they give me complete sentences
- they write way too much
- they don't write enough
- they copy word for word

What Did You Want Them To Do?

- pull out main ideas
- focus on key details
- use key words and phrases
- break down the larger ideas
- write only enough to convey the gist
- take succinct but complete notes

Vocabulary Assessment: (See Frayer Model)

Teacher Resources

<http://www.wordle.net/>
<http://www.readingquest.org/strat/ichart.html>
<http://jc-schools.net/tutorials/tools/english-ms.html>
<http://www.facinghistory.org>
<http://olc.spsd.sk.ca/de/pd/instr/strats/raft/>
www.learnnc.org
<http://www.justreadnow.com/strategies/frayer.htm>
www.learnnc.org
<http://www.readingquest.org/strat/sfa.html>
<http://www.nytimes.com/interactive/blogs/directory.html?scp=1-spot&sq=blogs&st=cse>
www.readwritethink.com
<http://rubistar.4teachers.org>
<http://owlenglish.purdue.edu/owl/resource/724/02>
www.parcconline.org
www.thinkfinity.com
<http://www.discoveryeducation.com/free-puzzlemaker/?CFID=455395&CFTOKEN=24706746>
www.edutopia.org
www.k8accesscenter.org/documents/JKnight.webinar.ppt
<http://www.readwritethink.org/classroom-resources/printouts/double-entry-journal-30660.html>
<http://www.middleweb.com/Socratic.html>

Reading Street Alignment 2013

SE 1: 50, 127, 154, 188, 226, 260, 294, 398

TE 1: 50–51, 51a, 118g–118h, SG•48, 130–131, 131a, 132–133, 133a, 134–135, 135a, 136–137, 137a, 138–139, 139a, 140–141, 141a, 142–143, 143a, 144–145, 145a, 146–147, 147a, 148–149, 149a, 154–155, 155a, 156–157, 157a, 159l–159m, 188–189, 189a, 190–191, 191a

TE 2: 204a, 204–205, 208–209, 209a, 210–211, 211a, 220–221, 221a, 226–227, 227a, 228–229, 229a, 260–261, 261a, 262–263, 263a, 294g–294h, 294–295, 295a, 296–297, 297a, 333l–333m, 338–339, 340–341, 342–343, 348–349, 349a, 352–353, 353a, 363l–363m

TE 3: 378–379, 379a, 380–381, 381a, 382–383, 383a, 384–385, 385a, 386–387, 387a, 388–389, 389a, 390–391, 391a, 392–393, 393a, 398g–398h, 398–399, 399a, 446–447, 510–511, 511a, 516–517, 517a, 526–527, 527a, 532–533, 533a

Double Entry Journal

This journal helps students record ideas and situations from texts in one column, and their reactions in the second, thus making a connection between the text and themselves, another text, or the world. (<http://www.readwritethink.org/classroom-resources/printouts/double-entry-journal-30660.html>)

TE 4: 28–29, 29a, 30–31, 31a, 32–33, 33a, 34–35, 35a, 36–37, 37a, 38–39, 39a, 40–41, 41a, 46–47, 47a, 62–63, 63a, 124–125, 125a, 132e–132f, 138–139, 139a, 146–147, 147a

TE 5: 216–217, 217a, 218–219, 219a, 250g–250h, 250–251, 251a, SG•34, SG•38, SG•39, 319j–319k, 354–355, 355a, 356–357, 357a

TE 6: 374–375, 375a, 380–381, 381a, 384–385, 385a, 424g–424h, 438–439, 439a, 440–441, 441a, 442–443, 443a, 444–445, 445a, 446–447, 447a, 448–449, 449a, 450–451, 451a, 456–457, 457a, 459j–459k, 459l–459m, SG•66, SG•71, SG•76

Equipment Needed

- *LCD Projector*
- *Overhead Projector*
- *Document Camera*
- *SMART Board*
- *Laptops*
- *Trade books, magazines, newspapers, & textbooks*

NJ Model Curriculum Alignment 2013**Unit 1**

N/A

Unit 2

N/A

Unit 3

N/A

Unit 4

N/A

Unit 5

9. Read increasingly complex texts, including informational, history/social studies, science, and technical texts, at the high end of the grades 3–4 text complexity band independently and proficiently.

