

Domain: <i>Strand: Reading Literature</i>		
Cluster: <i>Grade3: Key Ideas and Details</i>		
Standards: RL 3.1 <i>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>How can referring to the text to devise and respond to questions show understanding?</i>	<i>Students understand that referring to the text can provide a basis for questions and answers about the text.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Participate in guided reading</i> • <i>Engage with text for extended time/DEAR</i> • <i>Complete a how-and-why chart</i> • <i>Complete a KWL chart</i> • <i>Conduct a how and why question and answer period</i> • <i>Participate in an open discussion</i> • <i>Participate in buddy reading</i> • <i>Use post-it notes to generate questions as students read independently</i>
Content Statements		
<i>Refer to the text to pose and answer questions.</i>		
Assessments		Teacher Resources www.edhelper.com www.eduhound.com www.readwritethink.org www.readinglady.com www.doe.mass.edu/mcas/testitems.html www.readingrockets.org www.educationoasis.com www.enchantedlearning.com www.educationalrap.com www.readtennessee.org
<i>To show evidence of meeting this standard:</i>		
<ul style="list-style-type: none"> • <i>Teacher generated test</i> • <i>Use graphic organizers for assessment</i> 		
Equipment Needed		

<ul style="list-style-type: none"> • Graphics Organizers • Post-It Notes • Leveled Readers • Various Literature Selections • Computers • Smart Boards 	<p><u>Reading Street 2013 Alignment</u> SE 1: 24, 46, 61, 78, 114, 165, 184,237, 256, 290, 304, 326, 409, 424,473, 492 SE 2: 24, 172, 194, 212, 246, 258-259, 280, 310, 350, 420, 465, 486, 520 TE 1: 24a, 24–25, 28–29, 30–31, 31a, 32–33, 33a, 34–35, 35a, 36–37, 37a,38e–38f, 38–39, 39a, 40–41, 41a, 42–43, 43a, 44–45, 45a, 46–47, 60a, 60–61, 68–69, 69a, 70–71, 71a, 74–75,75a, 76–77, 77a, 78–79, 82–83, 83a,89l–89m, SG•19, SG•20, SG•29, SG•30, SG•32, 100–101, 101a, 102–103, 103a, 104–105, 105a, 106e–106f, 106–107, 107a, 108–109, 109a, 110–111, 111a, 112–113, 113a, 114–115, SG•35, SG•36, SG•40, SG•41, SG•45, SG•46, 164a, 168–169, 169a, 170–171, 171a, 172–173, 173a, 174–175, 175a, 176e–176f, 176–177, 177a, 178–179, 179a, 180–181, 181a, 182–183,183a, 184–185, 193h, 193l–193m,SG•67, SG•68, SG•77, SG•78, UR•18–UR•19, UR•22–UR•23, UR•28–UR•29,UR•48–UR•49, UR•50–UR•51, UR•52–UR•53 TE 2: 236a, 236–237, 242–243, 243a,244–245, 245a, 246–247, 247a, 248e–248f, 248–249, 249a, 250–251, 251a, 252–253, 253a, 254–255, 255a, 256–257, 265i, 265l–265m, SG•19, SG•20, SG•24, SG•25, SG•29, SG•30, 276–277, 277a, 278–279, 279a, 280–281, 281a, 282e–282f, 282–283, 283a, 284–285, 285a, 286–287, 287a, 288–289, 289a, 290–291, 299h, SG•36, SG•40, SG•41, SG•43, SG•44, SG•47, 304a, 304–305, 312–313, 313a, 314–315SG•20, 258a, 258–259, 264–265, 265a, 266–267, 267a, 268–269, 269a, 270–271, 271a, 272e–272f, 272–273, 273a, 274–275, 275a, 276–277, 277a,278–279, 279a, 280–281, 281a, 287h, 287i, 287l–287m, SG•35, SG•36, SG•37, SG•40, SG•41, SG•42, SG•45, SG•46, SG•47, 298–299, 299a, 300–301, 301a, 302–303, 303a, 304e–304f, 304–305, 305a, 306–307, 307a, 308–309, 309a, 310–311, 311a, 319h, 319l–319m, SG•51, SG•52, SG•56, SG•57, SG•61, SG•62, 330–331, 331a,332–333, 333a, 334–335, 335a, 336– 337, 337a, 338–339, 339a, 340–341, 341a, 342–343, 343a, 344–345, 345a, 346–347, 347a, 348–349, 349a, 350–351, 351a, 359l–359m, SG•66, SG•67, SG•68, SG•71, SG•72, SG•73, SG•74, SG•77, SG•78, SG•80, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13, UR•18–UR•19, UR•20–UR•21, UR•22–UR•23, UR•28–UR•29, UR•30–UR•31, UR•32–UR•33, UR•38–UR•39, UR•40–UR•41, UR•42–UR•43, UR•48–UR•49, UR•50– UR•51, UR•52–UR•53 TE 6: 404–405, 405a, 406–407, 407a, 408–409, 409a, 410–411, 411a, 412e–412f, 412–413, 413a, 414–415, 415a,418–419, 419a, 420–421, 421a, 429h, SG•19, SG•24, SG•29, 464a, 464–465,470–471, 471a, 472–473, 473a, 474–475, 475a, 476–477, 477a, 478e–478f, 478–479, 479a, 480–481, 481a, 482–483, 483a, 484–485, 485a, 486–487,487a, SG•51, SG•52, SG•55,</p>
<p>NJ Model Curriculum Alignment 2013</p>	
<p><u>Unit 1</u> 1. 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>	

SG•56,SG•59, SG•61, 504–505, 505a, 506–507, 507a, 508–509, 509a, 510–511,511a, 512e–512f, 512–513, 513a, 514–515, 515a, 516–517, 517a, 518–519,519a, 520–521, 521a, 526–527, 527a, 531h, 531i–531m, SG•67, SG•69, SG•72, SG•74, SG•77, SG•78, SG•79, UR•18–UR•19, UR•22–UR•23, UR•38–UR•39, UR•40–UR•41, UR•42–UR•43, UR•48–UR•49, UR•50–UR•51, UR•52–UR•53

Domain: <i>Strand: Reading Literature</i>		
Cluster: <i>Grade3 Key Ideas and Details</i>		
Standards: <i>RL 3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>How does culturally diverse literature (fables, folktales and myths) show lessons and morals?</i>	<i>Students understand that analyzing key details in the text from a culturally diverse piece of literature demonstrates an understanding of the central message, lesson or moral.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Participate in guided reading</i> • <i>Participate in a genre study</i> • <i>Use chart paper to chart recurring themes across different fables, folktales and myths</i> • <i>Complete a semantic web</i> • <i>Participate in folktale read-aloud</i> • <i>Participate in a reader's theater of a fable, folktale or myth</i>
Content Statements		
<i>Identify lessons and morals after reading fables, folktales and myths from various cultures.</i>		
Assessments		Teacher Resources
<p><i>To show evidence of meeting this standard:</i></p> <ul style="list-style-type: none"> • <i>Teacher generated test</i> • <i>Write about the moral of a story, using details from the text to show understanding</i> • <i>Students are given a new fable, folktale or myth to independently read and then identify the lesson or moral of the story.</i> 		<p>www.americanfolklore.com</p> <p>www.worldoftales.com</p> <p>www.planetozkids.com</p> <p>www.pitara.com</p> <p>www.doe.mass.edu/mcas/testitems.html</p> <p>www.aaronshp.com</p> <p>www.readtennessee.org</p> <p>www.enchantedlearning.com</p> <p>www.educationalrap.com</p>
Equipment Needed		

<ul style="list-style-type: none"> • Chart Paper • Graphic Organizers • Leveled Readers • Various Selections • Computers • Smart Boards 	<p><u>Reading Street 2013 Alignment</u> SE 1: 24, 46, 60, 78, 83, 87, 114, 164, 184, 256, 290, 326, 330-331, 358, 424, 428-435, 492 SE 2: 83, 172, 181, 195, 212, 246,350, 464-465, 486, 520, 529 TE 1: 24a, 24–25, 38e–38f, 44–45,46–47, 47a, 551–55m, SG•13, 60a, 64–65, 65a, 72e–72f, 76–77, 77a, 78–79, 79a, 82g–82h, 82–83, 83a, 85a, 87a,SG•20, SG•25, SG•26, SG•31, 98–99, 99a, 112–113, 113a, 114–115, 115a,164a, 172–173, 176e–176f, 183a, 184–185, 185a, SG•73, SG•78, UR•8–UR•9,UR•10–UR•11, UR•12–UR•13, UR•22–UR•23 TE 2: 248e–248f, 257a, 282e–282f, 288–289, 289a, 304a, 304–305, 318e–318f, 324–325, 326–327, 327a, 330g–330h, 330–331, 331a, SG•52, SG•53, SG•57, SG•58, SG•63, 358g–358h, 358–359, 359a, 360–361, 361a TE 3: 422–423, 424–425, 428g–428h,428–429, 429a, 430–431, 431a, 432–433, 433a, 434–435, 435a, SG•18,SG•19, SG•20, SG•21, SG•22, SG•23,SG•24, SG•25, SG•26, SG•27, SG•28, SG•29, SG•30, SG•31, SG•32, 492–493, 493a, UR•22–UR•23 TE 4: 24a, 24–25, 80g–80h, 80–81, 81a, 82–83, 83a, SG•21, SG•26, SG•31, 158–159, 159a, 168e–168f, 170–171, 171a, 172–173, 173a, 176g, 176–177, 177a, 178–179, 179a, 180–181, 181a, SG•68, SG•73, SG•74, SG•77, SG•78, SG•79, UR•48–UR•49, UR•50–UR•51, UR•52–UR•53 TE 5: 194a, 194–195, 206e–206f, 210–211, 212–213, 213a, 232–233, 233a, 238e–238f, 244–245, 245a, 246–247, 247a, 253h, 253l–253m, 272e–272f, 280–281, 291b, 304e–304f, 304–305, 305a, 308–309, 309a, 310–311, 311a,340e–340f, 348–349, 350–351, 351a, UR•18–UR•19, UR•22–UR•23 TE 6: 408–409, 409a, 412e–412f, 416–417, 417a, 418–419, 419a, SG•20, SG•25, SG•30, 433a–433b, 464a, 464–465, 474–475, 475a, 478e–478f, 478–479, 479a, 484–485, 485a, 486–487, 487a, 493h, 493l–493m, SG•62, 502–503, 503a, 510–511, 511a, 512e–512f, 514–515, 515a, 520–521, 521a, 528–529, 529a, SG•73, SG•77, UR•38–UR•39, UR•42–UR•43</p>
<p>NJ Model Curriculum Alignment 2013</p>	
<p><u>Unit 1</u> 2. Recount stories, including fables, folktales, and myths from diverse cultures and determine the central message, lesson, or moral. 3. Explain how key details in the text convey central message, lesson, or moral.</p> <p><u>Unit 2</u> N/A</p> <p><u>Unit 3</u> 1. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p><u>Unit 4</u> N/A</p> <p><u>Unit 5</u> N/A</p>	

Domain: <i>Strand: Reading Literature</i>		
Cluster: <i>Grade3 Key Ideas and Details</i>		
Standards: RL 3.3 <i>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>How do the qualities of each character enhance the plot?</i>	<i>Students understand that the qualities of the characters in a story contribute to the plot of a text.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Assume the role of a character (role-play)</i> • <i>Illustrate the physical attributes of each character in a prescribed situation of the plot</i> • <i>Complete a character analysis</i> • <i>Participate in a character interview</i> • <i>Create character report cards</i>
Content Statements		
<i>Describe each character’s actions, feelings and motivations and how they relate to the plot.</i>		
Assessments		<p style="text-align: center;"><u>Teacher Resources</u></p> <p>www.doe.mass.edu/mcas/testitems.html www.brucevanpatter.com/funstuff.html www.enchantedlearning.com</p> <p><u>Reading Street 2013 Alignment</u> SE 1: 24, 46, 60-61, 114, 184, 408-409, 424, 435, 473 SE 2: 24, 80, 179, 181, 212, 259, 420, 465, 486, 527 TE 1: 24a, 24-25, 30-31, 34-35, 35a,38-39, 40-41, 41a, 42-43, 44-45,45a, 46-47, 55h, 55l-55m, SG•3,SG•4, SG•8, SG•14, 60a, 66-67, 67a, 69a, 72e, 72-73, 73a, 74-75, 76-77, 84-85, 85a, 86-87, 87a, 89h, SG•24, SG•26, 102-103, 106e-106f, 110-111, 114-115, 121h, 121l-121m, SG•35, SG•36, SG•41, SG•46, 164a, 170-171, 172-173, 174-175, 176e-176f, 180-181, 184-185, 185a, SG•72, SG•78, UR•8-UR•9, UR•10-UR•11, UR•12-UR•13,</p>
<i>To show evidence of meeting this standard:</i>		
<ul style="list-style-type: none"> • <i>Teacher generated test</i> • <i>Explain the motives of an assigned character</i> • <i>Connect the character to the theme through artistic depiction</i> 		
Equipment Needed		
<ul style="list-style-type: none"> • Computers • Leveled-Readers • Various Literature Selections 		

<ul style="list-style-type: none"> Smart Boards 	<p>UR•18–UR•19, UR•20–UR•21, UR•22–UR•23, UR•28–UR•29, UR•30–UR•31, UR•32–UR•33</p> <p>TE 2: 236a, 236–237, 248–249, 254–255, 255a, 265l–265m, SG•19, SG•24, SG•25, SG•30, 276–277, 277a, 280–281, 281a, 282–283, 286–287, 287a, 289a, 290–291, SG•40, SG•43, 316–317, 333d–333e, SG•56, SG•57, SG•69, UR•28–UR•29, UR•38–UR•39</p> <p>TE 3: 408a, 412–413, 413a, 414–415, 415a, 416–417, 417a, 418e–418f, 418–419, 419a, 422–423, 423a, 424–425, 428–429, 429a, 430–431, 431a, 432–433, 433a, 434–435, 435a, 437h–437i, 437l, SG•20, SG•21, 472a, 478–479, 480–481, 484–485, 485a, 490–491, UR•18–UR•19, UR•21, UR•22–UR•23</p> <p>TE 4: 80g–80h, 80–81, 81a, SG•35, SG•38, SG•39, SG•45, 119b, 160–161, 161a, 162–163, 163a, 164–165, 165a, 166–167, 167a, 168–169, 169a, 176–177, 177a, 178–179, 179a, 180–181, 181a</p> <p>TE 5: 200–201, 201a, 202–203, 203a, 204–205, 205a, 208–209, 209a, 210–211, 211a, 212–213, 213a, 234–235, 235a, 236–237, 238e–238f, 238–239, 239a, 240–241, 241a, 244–245, 245a, SG•19, SG•23, SG•24, SG•25, SG•26, SG•28, SG•29, SG•30, 258a, 258–259, 266–267, 267a, 268–269, 270–271, 272e–272f, 273a, 274–275, 276–277, 278–279, 287h, 287l–287m, SG•35, SG•36, SG•40, SG•41, SG•42, SG•46, 291b, 298–299, 299a, 302–303, 303a, 304–305, 305a, 306–307, 307a, 319i, 330–331, 331a, 332–333, 333a, 334–335, 335a, 340e, 340–341, 341a, 342–343, 343a, 344–345, 345a, 359l, UR•8–UR•9, UR•11, UR•12–UR•13, UR•21, UR•31, UR•38–UR•39, R•42–UR•43, UR•48–UR•49</p> <p>TE 6: 406–407, 407a, 408–409, 409a, 410–411, 411a, 412–413, 413a, 414–415, 415a, 416–417, 417a, 418–419, 419a, 464a, 464–465, 472–473, 473a, 474–475, 475a, 476–477, 477a, 478–479, 479a, 480–481, 481a, 482–483, 483a, 486–487, 487a, SG•51, SG•55, SG•56, SG•61, 500d, 504–505, 505a, 506–507, 507a, 508–509, 509a, 510–511, 511a, 512e–512f, 512–513, 513a, 514–515, 515a, 516–517, 517a, 520–521, 521a, 524–525, 525a, 526–527, 527a, 528–529, 529a, SG•67, SG•68, SG•72, SG•73, SG•74, SG•78, UR•19, UR•21, UR•42–UR•43</p>
<p>NJ Model Curriculum Alignment 2013</p>	
<p><u>Unit 1</u> N/A</p> <p><u>Unit 2</u> 1. Describe characters in a story. 2. Explain how the characters’ actions (e.g., traits, motivations, feelings) in a story contribute to the sequence of events.</p> <p><u>Unit 3</u> N/A</p> <p><u>Unit 4</u> 1. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p><u>Unit 5</u> N/A</p>	

Domain: <i>Strand: Reading Literature</i>		
Cluster: <i>Grade3: Craft and Structure</i>		
Standards: <i>RL 3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>How does the understanding of idioms/expressions aid in the interpretation of text and real world situations?</i>	<i>Students will understand that a basic understanding of idioms/expressions plays a significant role in the relaying of ideas.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Study examples of idioms and expressions</i> • <i>Design pictorial representations of specific idioms/expressions</i> • <i>Create idiom dictionary</i> • <i>Identify idioms in various texts</i>
Content Statements		
<i>Interpret the meaning of idioms/expression within literature.</i>		
Assessments		Teacher Resources
<p><i>To show evidence of meeting this standard:</i></p> <ul style="list-style-type: none"> • <i>Teacher generated test</i> • <i>Written story/essay incorporating idiom/ expressions (NJ holistic writing rubric)</i> • <i>In pairs, prepare an oral presentation that demonstrates the difference between the literal and non-literal interpretation of phrases. (NJ holistic speaking rubric)</i> 		<p>http://www.learninggamesforkids.com/vocabularygames/idioms.html</p> <p>http://www.funbrain.com/idioms/</p> <p>http://www.readwritethink.org</p> <p>http://www.nj.gov/education/njpep/assessment/njask_lal/Overview_njask_lal.pdf</p> <p>Reading Street 2013 Alignment</p> <p>TE 1: 50a–50b, 96d, 107a, 121h, 166d, 193i,</p> <p>TE 2: 225b, 250–251, 251a, 311a, 314–315, 315a, 340d, 364–365, 65a,366–367, 367a</p> <p>TE 3: 514–515, 515a</p>
Equipment Needed		

<ul style="list-style-type: none"> • Various texts that contain idioms/expressions • Art supplies • Overhead projector • Computer/laptop • SmartBoard 	<p>TE 4: 92c–92d, SG•34, SG•35, SG•39, SG•44, SG•45, 156d, 165a, 183i TE 5: 236–237, 239a, 260d, 265a, 284g–284h, SG•45, 326d, 339a, 346–347, 359i TE 6: 412–413, 413a, 416–417, 417a, 429i, SG•19, SG•20, SG•24, SG•29, SG•31, 472–473, 473a, 493i, 512–513, 513a, 518–519, 519a, UR•20–UR•21, UR•38–UR•39</p>
<p>NJ Model Curriculum Alignment 2013</p>	
<p><u>Unit 1</u> N/A</p>	
<p><u>Unit 2</u> N/A</p>	
<p><u>Unit 3</u> 2. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</p>	
<p><u>Unit 4</u> N/A</p>	
<p><u>Unit 5</u> N/A</p>	

Domain: <i>Strand: Reading Literature</i>		
Cluster: <i>Grade3 Craft and Structure</i>		
Standards: <i>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.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>In what ways does sequencing promote readers' comprehension and analysis of a story, drama, or poem?</i>	<i>Students will understand that poems, drama, and prose contain distinct elements, which contribute to the sequence of events in a literary work.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Participate in Guided Reading</i> • <i>Complete a Poetry study</i> • <i>Compose various types of poems</i> • <i>Perform a Reader's Theater script</i> • <i>Create a sequence of events chain</i>
Content Statements		
<i>Identify literary structures of poems, drama, and prose and explain its value in sequencing within a literary work.</i>		
Assessments	<p style="text-align: center;"><u>Teacher Resources</u></p> <p>www.creative-writing-now.com www.readtennesse.org www.readwritethink.org http://www.teachingheart.net/readerstheater.htm http://www.readinga-z.com/book/scripts.php</p> <p><u>Reading Street 2013 Alignment</u> SE 1: 165, 194-195, 364-365, 424, 462-465, 539 SE 2: 185, 285, 361, 533 TE 1: 36-37, 164a, 194-195, 195a, 196-197, 197a, UR•52-UR•53 TE 2: 224-225, 310-311, 364-365, 365a TE 3: 410d, 412-413, 413a, 418e-418f, 420-421, 421a, 422-423, 423a, 437h-437i, 462g-462h, 462-463, 463a, 464-465, 482-483, 483a, 510-511, 511a, 518e-518f, 538-539, 539a, 540-541, 541a, UR•18-UR•19, UR•21</p>	
<i>To show evidence of meeting this standard:</i>	<ul style="list-style-type: none"> • <i>Dissect components of various types of poems</i> • <i>Perform a Reader's Theater script</i> 	

<ul style="list-style-type: none"> • <i>Label elements of a literary work (e.g. poem, drama, prose)</i> • <i>Teacher generated assessments</i> 	<p>TE 4: 184–185, 185a, 186–187, 187a TE 5: 259e–259f, 284g–284h, 284–285, 285a, 360–361, 361a, 362–363, 363a TE 6: 412–413, 413a, 416–417, 417a, 429i, SG•19, SG•20, SG•24, SG•29, SG•31, 472–473, 473a, 493i, 512–513, 513a, 518–519, 519a, UR•20–UR•21, UR•38–UR•39</p>
<p>Equipment Needed</p>	
<ul style="list-style-type: none"> • Literary works in various genres • Reader’s Theater scripts • Art supplies • Overhead projector • Computer/laptop • SmartBoard 	
<p>NJ Model Curriculum Alignment 2013</p>	
<p><u>Unit 1</u> N/A</p> <p><u>Unit 2</u> N/A</p> <p><u>Unit 3</u> 3. 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.</p> <p><u>Unit 4</u> N/A</p> <p><u>Unit 5</u> N/A</p>	

Domain: <i>Strand: Reading Literature</i>		
Cluster: <i>Grade3 Craft and Structure</i>		
Standards: <u>RL 3.6</u> : <i>Distinguish their own point of view from that of the narrator or those of the characters.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>In what ways does comparing the reader's point of view to the points of view of the narrator and/or characters in the story promote the comprehension of the literary work?</i>	<i>Students will understand that distinguishing between personal point of view and that of the narrator and/or characters aid in the formation of an objective viewpoint essential to the analysis and evaluation of literary works.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Choose a familiar story to rewrite a section from their personal point of view.</i> • <i>Participate in Guided reading</i> • <i>Engage in a classroom discussion</i> • <i>Write a personal experience. Then rewrite it from the viewpoint of a secondary source that was present at the event.</i>
Content Statements		
<i>Differentiate between personal point of view and that of the narrator and/or characters in a story.</i>		
Assessments		Teacher Resources
<p><i>To show evidence of meeting this standard:</i></p> <ul style="list-style-type: none"> • <i>Teacher made assessment</i> • <i>Personal experience activity (graded based on NJ holistic writing rubric)</i> • <i>Teacher observation during classroom discussions</i> 		
Equipment Needed		
		<p>www.readwritethink.org</p> <p>www.readtennessee.org</p> <p>http://www.studyzone.org/testprep/ela4/o/pointofview1.cfm</p> <p>http://www.readworks.org/lessons/concepts/point-view</p> <p>http://www.nj.gov/education/njep/assessment/njask_lal/Overview_njask_lal.pdf</p>

<ul style="list-style-type: none"> • Various literary works • Overhead projector • Computer/laptop • SmartBoard 	<p><u>Reading Street Alignment 2013</u> SE1: 46, 184 SE 2: 246, 528 TE 1: 46–47, 176e, 176–177, 184–185 TE 2: SG•20, SG•34, SG•39, SG•44, 304a, 304–305, 326–327 TE 3: 428h, 486e TE 4: 26d, 176–177, 177a TE 5: 228d, 253i, 342–343i TE 6: 478–479, 479a, 528–529, 529a</p>
<p>NJ Model Curriculum Alignment 2013</p>	
<p><u>Unit 1</u> N/A</p> <p><u>Unit 2</u> N/A</p> <p><u>Unit 3</u> 3. Distinguish reader’s point of view from that of narrator or characters.</p> <p><u>Unit 4</u> 2. Distinguish reader’s point of view from that of author, narrator or characters.</p> <p><u>Unit 5</u> N/A</p>	

Domain: <i>Strand: Reading Literature</i>		
Cluster: <i>Grade 3 Integration of Knowledge and Ideas</i>		
Standards: <i>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).</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>How does artistic media convey the meaning of the words in the story?</i>	<i>Artistic media is used to create a visual connection to literary text.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Compare & contrast a book to the movie</i> • <i>Illustrate a scene from the story</i> • <i>Design a book cover for the story</i> • <i>Comic strip</i> • <i>Listen books on tape</i> • <i>Illustrate a picture based on writing assignment</i> • <i>Whole group prediction on book cover</i>
Content Statements		
<i>Students will be able to identify a relationship between illustrations and text.</i>		
Assessments	Teacher Resources	
<i>To show evidence of meeting this standard:</i>	<ul style="list-style-type: none"> • http://www.superteacherworksheets.com • www.readwritethink.org • www.teachertube.com • www.kidsbookshelf.com • www.teachingbooks.net • www.eduscapes.com 	
<ul style="list-style-type: none"> • <i>Create a Venn diagram</i> • <i>Respond to open-ended question</i> • <i>Picture prompt</i> 		
Equipment Needed	Reading Street 2013 Alignment	
<ul style="list-style-type: none"> • Television • Smartboard • Overhead projector 	<p>SE1: 78, 326 SE 2: 200, 420, 486 TE 1: 32–33, 72e, 78–79, 102–103, 168–169 TE 2: 243a, 246–247, 250–251, 282–283, 283a, 284–285, 313a, 316–317,</p>	

<ul style="list-style-type: none"> • Promethean board • Art supplies • Various literature selections 	<p>326–327, UR•18–UR•19 TE 3: 476–477, 477a, 480–481, 486e, 490–491, 516–517, UR•38, UR•42 TE 4: 178–179, 179a, 180–181, 181a TE 5: 198–199, SG•8, 200–201, 231a, 238e–238f, 262–263, 263a, 265a, 266–267, 296–297, 328–329, 336–337, UR•29 TE 6: 402–403, 403a, 420–421, 421a, 468–469, 469a, 472–473, 473a, 476–477, 477a, 478–479, 479a, 482–483, 483a</p>
<p>NJ Model Curriculum Alignment 2013</p>	
<p><u>Unit 1</u> 4. Explain how different aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., to create mood).</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>	

Domain: <i>Strand: Reading Literature</i>		
Cluster: <i>Grade3 Integration of Knowledge and Ideas</i>		
Standards: <i>RL 3.9 Compare and contrast the themes, settings, plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<ul style="list-style-type: none"> • <i>How does the same character react to different obstacles within a book series?</i> • <i>How does reading books within a book series help to analyze characters?</i> 	<p><i>Students will understand that within a book series, the same characters can encounter different events and obstacles, leading to a greater understanding of the character’s traits.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Compare & contrast themes within a book series (e.g., Amelia Bedelia, Judy Blume, Judy Moody, Diary of a Wimpy Kid)</i> • <i>Guided reading</i> • <i>T-chart comparing the same character in different books</i> • <i>Small group discussions</i> • <i>Read comic books about the same character and discuss themes (e.g., Spiderman)</i>
Content Statements		
<i>Analyze the different themes, settings, and plots in which one character can be involved.</i>		
Assessments		Teacher Resources
<p><i>To show evidence of meeting this standard:</i></p> <ul style="list-style-type: none"> • <i>Create a Venn diagram</i> • <i>Answer open-ended question</i> • <i>Answer higher order comprehension questions</i> 		<p>www.hill.trop.k12.mi.us/staff/bnewingham/myweb3/Genres.htm http://marvel.com/digital_comics www.readwritethink.org www.teachertube.com www.kidsbookshelf.com www.teachingbooks.net www.eduscapes.com</p>

<ul style="list-style-type: none"> • <i>Create a comic strip with their favorite character facing different problems</i> 	<p><u>Reading Street 2013 Alignment</u> SE1: 114, 424, 429, 432 SE 2: 172, 180, 420, 520 TE 1: 114–115 TE 3: 432–433, 433a, 462–463, 463a TE 4: 177a, 181a TE 6: 486–487</p>
<p>Equipment Needed</p>	
<ul style="list-style-type: none"> • Television • Smartboard • Overhead projector • Promethean board • Art supplies • Various literature selections 	
<p>NJ Model Curriculum Alignment 2013</p>	
<p><u>Unit 1</u> N/A</p> <p><u>Unit 2</u> N/A</p> <p><u>Unit 3</u> N/A</p> <p><u>Unit 4</u> 3. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p> <p><u>Unit 5</u> 3. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p>	

Domain: <i>Strand: Reading Literature</i>		
Cluster: <i>Grade3 Range of Reading and Level of Text Complexity</i>		
Standards: <i>RL 3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, 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
<i>How does exposure to and comprehension of literature enhance student’s academic success?</i>	<i>Students will understand that exposure to and comprehension of literature helps students become independent and proficient readers.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Guided reading</i> • <i>Literature circles</i> • <i>Book club</i> • <i>Author study</i> • <i>Sustained silent reading</i> • <i>Books of choice at local library</i> • <i>Drop everything and read</i>
<p>Content Statements</p> <p><i>Comprehend various forms of literature independently and proficiently.</i></p>		
Assessments	Teacher Resources	
<p><i>To show evidence of meeting this standard:</i></p> <ul style="list-style-type: none"> • <i>Teacher generated assessment</i> • <i>Book reports</i> • <i>Write book recommendation</i> • <i>Teacher –student reading conference</i> 	<p>www.bookadventure.com</p> <p>www.doe.mass.edu/mcas/testitems.html</p> <p>http://teachnet.com/lessonplans/language-arts/more-ideas-than-ever-book-reports</p> <p>www.poetryforkids.com</p> <p>www.readwritethink.org</p> <p>www.teachertube.com</p> <p>www.kidsbookshelf.com</p>	
Equipment Needed		

<ul style="list-style-type: none"> • Television • Smartboard • Overhead projector • Promethean board • Art supplies • Various literature selections 	<p>Reading Street 2013 Alignment SE 1: 61, 82, 88, 194, 331, 358, 364, 428, 462, 538 SE 2: 80, 184, 194, 284, 360, 532 TE 1: 28–29, 29a, 30–31, 31a, 32–33, 33a, 34–35, 35a, 36–37, 37a, 38–39, 39a, 42–43, 43a, 44–45, 45a, 46–47, 47a, 60–61, 64–65, 65a, 82–83, 83a, 84–85, 85a, 86–87, 87a, 88–89, 89j–89k, 89l–89m, 98–99, 99a, 100–101, 101a, 102–103, 103a, 104–105, 105a, 106–107, 107a, 108–109, 109a, 110–111, 111a, 112–113, 113a, 170–171, 171a, 172–173, 173a, 174–175, 175a, 176–177, 177a, 178–179, 179a, 180–181, 181a, 182–183, 183a, 193l–193m, 194–195, 195a, 196–197, 197a TE 2: 240–241, 241a, 242–243, 243a, 244–245, 245a, 246–247, 247a, 248e–248f, 248–249, 249a, 250–251, 251a, 252–253, 253a, 254–255, 255a, 274–275, 275a, 280–281, 281a, 288–289, 289a, 308–309, 309a, 310–311, 311a, 312–313, 313a, 314–315, 315a, 316–317, 317a, 318–319, 319a, 320–321, 321a, 322–323, 323a, 324–325, 325a, 330g–330h, 330–331, 331a, 358g–358h, 358–359, 359a, 360–361, 361a, 364–365, 365a, 366–367, 367a TE 3: 428g–428h, 428–429, 429a, 437l–437m, 462–463, 463a, 476–477, 477a, 486e–486f, 501l–501m, 538–539, 539a, 540–541, 541a, UR•38–UR•39 TE 4: 53l–53m, 80–81, 81a, 82–83, 83a, 158–159, 159a, 166–167, 167a, 170–171, 171a, 176g–176h, 176–177, 177a, 184–185, 185a, 186–187, 187a TE 5: 194a, 194–195, 198–199, 199a, 221j–221k, 230–231, 231a, 253j–253k, 253l–253m, 262–263, 263a, 264–265, 265a, 268–269, 269a, 270–271, 271a, 274–275, 275a, 276–277, 277a, 280–281, 281a, 284–285, 285a, 287j–287k, 287l–287m, 296–297, 297a, 302–303, 303a, 310–311, 311a, 319l–319m, 328–329, 329a, 330–331, 331a, 332–333, 333a, 334–335, 335a, 336–337, 337a, 338–339, 339a, 340d, 340–341, 341a, 342–343, 343a, 344–345, 345a, 346–347, 347a, 348–349, 349a, 360–361, 361a, 362–363, 363a, UR•12–UR•13 TE 6: 402–403, 403a, 410–411, 411a, 412e–412f, 418–419, 419a, 468–469, 469a, 476–477, 477a, 484–485, 485a, 502–503, 503a, 504–505, 505a, 506–507, 507a, 508–509, 509a, 510–511, 511a, 512–513, 513a, 514–515, 515a, 516–517, 517a, 518–519, 519a, 524–525, 525a, 526–527, 527a, 528–529, 529a, 532–533, 533a, 534–535, 535a</p>
<p>NJ Model Curriculum Alignment 2013</p>	
<p>Unit 1 N/A</p> <p>Unit 2 N/A</p> <p>Unit 3 N/A</p> <p>Unit 4 N/A</p> <p>Unit 5 4. Read increasingly complex text at the grades 3-4 text complexity band independently and proficiently.</p>	