

Grade: 3	Unit: Literature Reading Wonders	Time:		
Key Ideas and Details				
Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics
<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>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>	<p>Sam competed in the skateboarding contest on Saturday at Wilkerson Park. The contest started at 10 am. Sam had practiced very hard for many days. He knew he was ready. He did his best tricks. At noon, they announced the winner. It was Sam!</p> <p>Questions Who won the skateboarding contest? What did Sam win? Where was the skateboarding contest? How did Sam win? When did Sam win the contest? Why did Sam win?</p>	<p>Text (Units / Pages)</p> <p>READING/WRITING WORKSHOP: UNIT 1: 28, 29, 44, 45 UNIT 2: 108, 109, 124, 125 UNIT 3: 188, 189, 204, 205 UNIT 4: 166, 267, 280, 281 UNIT 5: 338, 339, 352, 353 UNIT 6: 410, 411, 424, 425</p> <p>LITERATURE ANTHOLOGY: UNIT 2: 100-119, 124-141, 188-191 UNIT 3: 194-215, 220-237 UNIT 4: 278-297, 300-319, 360-363 UNIT 5: 366-385, 390-411 UNIT 6: 462-477, 482-503</p> <p>TEACHER’S EDITION: UNIT 1: T27H, T27X, T93F, T159G, T159I UNIT 2: T27G, T93I, T289F UNIT 3: T27I, T27V, T93J, T93R, T159R UNIT 4: T12, T16-T19, T25F, T25H, T25I, T25N, T25T, T76, T82-T83, T89D, T89H, T89I, T89J, T89K, T89O, T89T, T89V, T89W, T89X, T89Y, T89Z, T217R UNIT 5: T12, T16-T17, T25K, T25T, T89K, T89V UNIT 6: T25H, T25P, T25R, T25S, T89G, T89O</p> <p>Technology / Open Resources Student Activities for Literary Text</p> <p>Read Works Newsela</p> <p>Study Island 2a: Asking and Answering Questions http://www.education.com/common-core/CCSS.ELA-LITERACY.RL.3.1/worksheets/</p>	<p>NJ Model Curriculum Assessments:</p> <p>Unit 1 Unit 2 Unit 3 Unit 4 Unit 5</p>

<p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas</p>	<p>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.</p>	<p>There once lived a tortoise and a hare. The hare bragged that he was so fast he could beat anyone. The tortoise said he would race him. The hare started out way ahead. He thought it would take the tortoise a long time to catch up with him. He decided to take a little nap. The tortoise did not stop. He kept moving, slowly but surely. When the hare woke up, he saw that the tortoise was about to cross the finish line. He tried to catch up, but the tortoise beat him.</p> <p>Question: What is the theme in this story? Answer: Slow and steady wins the race.</p>	<p>Text (Units / Pages) READING/WRITING WORKSHOP: UNIT 1: 22-27 UNIT 2: 101-107, 109, 118-123, 125 UNIT 4: 318-321, 323 UNIT 5: 338, 352 UNIT 6: 406-409, 411, 420-423, 425</p> <p>LITERATURE ANTHOLOGY: UNIT 2: 100-119, 124-141, 188-191 UNIT 3: 194-215, 220-237 UNIT 4: 300-319, 360-363 UNIT 5: 366-385, 390-411 UNIT 6: 462-477, 482-503</p> <p>TEACHER'S EDITION: UNIT 1: T 16-19, T24-T25, T27V-T27X, T30-T31, T93T UNIT 2: T 12, T16-T19, T22, T24, T27B-T27E, T27G, T27H, T27K, T27L, T27M, T27Q, T27T, T78, T88, T90, T93O UNIT 3: T12-T13, T16-T19, T24-T25, T27U, T27V, T225M-T225N UNIT 4: T22-T23, T25M, T25R, T25T, T89T, T89Y, T217Q, T217R UNIT 5: T22-T23, T25Q, T25S UNIT 6: T22-T23, T25B, T25H, T25M, T25P, T25T, T46-T47, T51, T55, T89W-T89X, T217Y-T217Z</p> <p>Technology / Open Resources Study Island 2c: Lessons and Morals http://www.education.com/common-core/CCSS.ELA-LITERACY.RL.3.2/worksheets/ Read Works Newsela</p>	
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<p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>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.</p>	<p>A character is a person, animal, or object that an author uses in telling a story. Characters can be real or make-believe. Just like you, characters have problems, wants, feelings, and thoughts. To learn about the characters in a story, pay attention to what they say and do.</p>	<p>Text (Units / Pages)</p> <p>READING/WRITING WORKSHOP: UNIT 1: 22-27, 29, 38-43, 45 UNIT 3: 182-187, 189, 198-203, 205</p> <p>LITERATURE ANTHOLOGY: UNIT 1: 10-31, 34-53 UNIT 2: 100-119, 124-141 UNIT 3: 194-215, 220-237 UNIT 4: 278-297 UNIT 5: 390-411 UNIT 6: 462-477, 482-503, 546-549</p> <p>TEACHER'S EDITION: UNIT 1: T22, T27C, T27E-T27G, T27I, T27K, T27M, T27O, T27Q, T27S, T27V, T27X, T31, T82, T86, T93C, T93E, T93G, T93J-T93L, T93N, T93P, T93R, T93T, T97 UNIT 2: T93C, T93K, T93M UNIT 3: T12, T16-T18, T22, T27E-T27I, T27K-T27S, T27V, T31, T82-T89, T93C-T93P, T93R, T159Q, T159R, T225N UNIT 4: T16-T17, T20-T21, T25C, T25G, T25K, T25T, T89E, T89T, T89X UNIT 5: T25C, T25E, T25M, T89D, T89J UNIT 6: T25C, T25D, T25F, T25T</p> <p>Technology / Open Resources Study Island 2d: Characters http://www.k12reader.com/subject/reading-skills/characters/</p> <p>Read Works Newsela</p>	
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Grade: 3	Unit: Literature: Reading Wonders	Time:		
Craft and Structure				
Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics
<p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language</p>	<p>An idiom is something authors use in their writing to make it more exciting. It is a word or saying many people in a certain place or area say.</p> <p>There is one important thing to remember about idioms: They do not mean what they say.</p> <p>The literal meaning (what is really said) is different from the intended meaning (what is meant).</p> <p>For example: Someone might say to you, "Break a leg!" This does not mean they want you to really break</p>	<p>Text (Units / Pages) READING/WRITING WORKSHOP: UNIT 1: 79 UNIT 2: 127, 173 UNIT 3: 207 UNIT 4: 325 UNIT 6: 427, 469</p> <p>TEACHER'S EDITION: UNIT 1: T 16, T27N, T80, T93D, T93K, T93M, T93O, T93R, T239, T240, T245, T248 UNIT 2: T 14, T27O, T92, T93, T93C, T93E-T93F, T93K, T93L, T 113, T 118, T 122, T 125, T 129, T289C, T303 UNIT 3: T14-T16, T27Q, T80-T82, T92-T93, T93E, T93G, T106-T107 UNIT 4: T14-T15, T25L, T38-T39, T89G, T89K, T89P, T89W, T102-T103 UNIT 5: T 14, T24-T25, T25S, T78-T79, T89E, T89G, T89I, T89V UNIT 6: T 78, T 103, T 109, T114, T118, T 125, T166, T281C</p> <p>Technology / Open Resources Study Island lesson 2h: Distinguishing Figurative Language http://www.education.com/common-core/CCSS.ELA-LITERACY.RL.3.4/worksheets/ Read Works Newsela</p>	

		<p>your leg. It is a saying some people say instead of "Good luck."</p>		
<p>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>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.</p>	<p>Plays or dramas are stories told by characters talking to each other. Not all stories are written for people to read. Some stories are written for people to watch. Just like stories, plays have a plot, tell a story, and have characters. As the characters talk, the story moves on into different scenes and acts. Poetry has a special structure because it is not written in sentences and paragraphs. It is written in lines and stanzas. The lines and stanzas give the poetry a different look. A line is a small chunk of a poem. It is one group of words that reads from left to right. It looks like one row in a poem. A stanza is a big chunk of a poem. It is one group of lines. Stanzas</p>	<p>Text (Units / Pages) TEACHER'S EDITION: UNIT 1: T27Q, T27S, T93R, T93T UNIT 2: T27M, T27O, T27T, T93R, T289C, T289F UNIT 3: T93E, T93R UNIT 4: T89Q, T89T, T281D, T289F UNIT 6: T25E, T25G, T25P, T29, T46, T270, T274, T278, T281D, T281F</p> <hr/> <p>Technology / Open Resources Study Island Lesson 2i: Structures of Texts http://www.education.com/common-core/CCSS.ELA-LITERACY.RL.3.5/worksheets/ Read Works Newsela</p>	

		<p>are separated by spaces between lines.</p>		
<p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>Questions for students: Which two statements describe the point of view of the passage? Which sentence from the passage helps show who the narrator is? Which two sentences from the piece best reveal the author's point of view?</p>	<p>Text (Units / Pages) READING/WRITING WORKSHOP: UNIT 2: 166-169, 171 UNIT 4: 262-265, 267, 276-279, 281 UNIT 5: 334-337, 339, 348-351, 353 UNIT 6: 462-465, 467</p> <p>LITERATURE ANTHOLOGY: UNIT 1: 188-191 UNIT 4: 278-297, 300-319, 360-363 UNIT 5: 366-385, 390-411 UNIT 6: 546-549</p> <p>TEACHER'S EDITION: UNIT 4: T20-T21, T25D, T25E, T25G, T25J, T25K, T25Q, T25T, T29, T46, T47, T51, T55, T84, T89I, T89Q, T89T, T109-T111, T115, T117, T119 UNIT 5: T20, T25T, T29, T46-T47, T51, T55, T84, T85, T89C, T89F, T89I, T89N, T89Q, T89V, T93, T111, T115, T119</p> <p>Technology / Open Resources Study Island lesson 2j: Point of View http://www.k12reader.com/subject/reading-skills/point-of-view/</p> <p>Read Works Newsela</p>	

Grade: 3	Unit: Literature: Reading Wonders	Time:		
Integration of Knowledge and Ideas				
Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics
<p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>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).</p>	<p>Why was this picture chosen to illustrate the story? What do you think of when you see it? Does it make the story better? Does it make the story worse? What colors are there in the picture? Do the colors show that the story is a happy story or a sad story? How do the colors make you feel? Are they bright and cheerful or dark and gloomy? Have you seen the picture before somewhere else? If you have, what do you remember about it? Which parts from the story are illustrated? How detailed is the picture compared to the story? Did the artist leave out anything the author tried to make</p>	<p>Text (Units / Pages) CCSS RL.3.7 LITERATURE ANTHOLOGY: UNIT 1: 10-31, 34-53 UNIT 6: 462-477</p> <p>TEACHER’S EDITION: UNIT 1: T 16, T27B, T27D, T27L, T27S, T93H UNIT 2: T27B, T27F, T27J, T93G UNIT 3: T28B, T27G, T27O, T93H, T108, T116 UNIT 4: T 25Q, T 86, T89B, T89C, T89F UNIT 5: T 25J, T25P, T 86, T89L UNIT 6: T86</p> <p>Technology / Open Resources Study Island lesson 2k: Illustrations</p> <p>Read Works Newsela</p>	

		important?		
NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	RL.3.8. (Not applicable to literature)		Text (Units / Pages) Technology / Open Resources	
NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	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).	Friar Woods is a nice, quiet place. Some might call it a "neighborhood." All the animals talk to each other. They work together, and they play together. They also protect each other from harm. Leo the Lion is known as the fighter. He will fight any intruder that comes into Friar Woods without an invitation. He works really hard during the day and sleeps soundly at night. Otto the Owl hoots when danger is near. Otto sleeps all day and is up all night. Friar Woods is always under a watchful eye. The animals take care of each other and live in harmony. 1. What is similar about Leo and Otto (compare)?	Text (Units / Pages) LITERATURE ANTHOLOGY: UNIT 4: 276-279, 300-319 TEACHER'S EDITION: UNIT 1: S14 UNIT 4: T89V, T89X, T89Y, T89Z, T93 Technology / Open Resources Study Island 2I: Compare and Contrast http://www.education.com/common-core/CCSS.ELA-LITERACY.RL.3.9/lesson-plans/ Read Works Newsela	

		2. How are Leo and Otto different (contrast)?		
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Grade:	Unit: Literature: Reading Wonders	Time:		
Range of Reading and Level of Text Complexity				
Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics
NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.	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.		<p>Text (Units / Pages)</p> <p>READING/WRITING WORKSHOP: These units reflect the range of text complexity found throughout the book. UNIT 2: 166-169 UNIT 4: 318-321 UNIT 6: 406-409</p> <p>LITERATURE ANTHOLOGY: These units reflect the range of text complexity found throughout the book. UNIT 2: 188-191 UNIT 3: 194-215 UNIT 4: 300-319 UNIT 5: 366-385 UNIT 6: 462-477, 546-549</p> <p>TEACHER'S EDITION: UNIT 1: T24, T27A, T90, T93A UNIT 2: T24, T90, T93A, T289A UNIT 3: T24, T27A, T90, T93A, T159Q UNIT 4: T22, T25A, T86, T89U, T281A UNIT 5: T22, T25A, T86, T89A, T153O UNIT 6: T22, T25A, T25Q, T86, T89A, T274, T281A</p> <p>Technology / Open Resources http://www.education.com/common-core/CCSS.ELA-LITERACY.RL.3.10/worksheets/</p>	

Grade: 3	Unit: Informational Text: Reading Wonders	Time:		
Key Ideas and Details				
Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics
<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>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.</p>		<p>Text (Units / Pages) READING/WRITING WORKSHOP: UNIT 1: 60, 61, 76, 77, 90, 91 UNIT 2: 140, 141, 156, 157 UNIT 3: 220, 221, 236, 237, 250, 251 UNIT 4: 294, 295, 308, 309 UNIT 5: 366, 367, 380, 381, 394, 395 UNIT 6: 438, 439, 452, 453</p> <p>LITERATURE ANTHOLOGY: UNIT 1: 58-71 UNIT 2: 146-167, 172-185 UNIT 3: 240-255, 258-269 UNIT 4: 326-339 UNIT 5: 416-429, 432-451, 456-459</p> <p>TEACHER'S EDITION: UNIT 1: T93V, T93W, T159D, T159I, T159P, T218, T225B, T225D-T225G, T225I-T225Q, T225T, T336 UNIT 2: T159J, T159N, T159X, T159Y, T214, T225F UNIT 3: T27X-T27Y, T93T, T159H, T159P, T214-T217, T225E UNIT 4: T153F, T153K, T153N, T217M, T217P UNIT 5: T89X-T89Y, T140-T141, T146-T147, T153D, T210-T211, T217A, T217B, T217E, T217G, T217K, T217N, T217P, T217R, T274, T328 UNIT 6: T153I, T153L, T217J</p> <p>Technology / Open Resources</p> <p>Center Activities for Informational Reading http://www.education.com/common-core/CCSS.ELA-LITERACY.RI.3.1/worksheets/</p>	
<p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting</p>	<p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>When you are looking for the main idea, ask yourself . . . Why did the author write this</p>	<p>Text (Units / Pages)</p>	

<p>details and ideas.</p>		<p>story? What is the story mostly about? When you think you know what the main idea is, ask yourself . . . Do all of the sentences in the passage support this idea? If the answer to this question is yes, then you have found the main idea!</p>	<p>READING/WRITING WORKSHOP: UNIT 1: 86-89, 91 UNIT 3: 214-219, 221, 230-235, 237</p> <p>LITERATURE ANTHOLOGY: UNIT 1: 94-97 UNIT 3: 240-255, 258-269 UNIT 4: 342-357 UNIT 5: 416-429 UNIT 6: 520-543</p> <p>TEACHER'S EDITION: UNIT 1: T289C, T289D, T336 UNIT 3: T154-T155, T159C, T159E, T159G, T159I, T159K, T159M, T159P, T163, T220-T221, T225C, T225G, T225J, T225L, T229, T336 UNIT 4: T217C, T217H, T217J, T217N UNIT 5: T153E, T208, T328-T329</p> <p>Technology / Open Resources Study Island lesson 3a: Main Ideas and Supporting Details http://www.education.com/common-core/CCSS.ELA-LITERACY.RI.3.2/worksheets/</p>	
<p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>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.</p>	<p>Beach Fun Sunscreen Directions: Use all year round. Put a large amount on your uncovered skin before going out in the sun. Make sure to spread this sunscreen evenly. Put on the sunscreen again after swimming or sweating. Caution: For use on skin only. Do not get it in the eyes. If it gets in the eyes, rinse with water. If rash appears, stop use. When should you put on Beach Fun Sunscreen?</p>	<p>Text (Units / Pages)</p> <p>READING/WRITING WORKSHOP: UNIT 1: 70-75, 77 UNIT 4: 304-307, 309 UNIT 5: 390-393, 395</p> <p>LITERATURE ANTHOLOGY: UNIT 1: 74-91, 94-97 UNIT 2: 172-185 UNIT 4: 342-357 UNIT 5: 432-451, 456-459</p> <p>TEACHER'S EDITION: UNIT 1: T220-T221, T225C, T225G, T225L, T225P, T251, T255 UNIT 3: T159C-T159F, T159H-T159M, T216, T225C UNIT 4: T212-T213, T217C, T217E, T217G, T217J, T217K, T217M, T217P, T221 UNIT 5: T153C, T153I, T217M, T217Q, T276-T277</p> <p>Technology / Open Resources Study Island 3b: Events, Ideas, and Procedures http://www.education.com/common-core/CCSS.ELA-LITERACY.RI.3.2/worksheets/</p>	

Grade: 3	Unit: Informational Text: Reading Wonders	Time:		
Craft and Structure				
Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics
<p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>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.</p>	<p>Academic language is used in your school books, in your teacher's instructions, and on your tests. This language is how you learn the basics of social studies, language arts, math, science, and other subjects. The more academic language you know, the better you will do in school!</p>	<p>Text (Units / Pages) READING/WRITING WORKSHOP: UNIT 1: 50-53, 66-69, 82-85 UNIT 2: 130-133, 146-149 UNIT 3: 200-213, 226-229, 242-245 UNIT 4: 286-289, 300-303 UNIT 5: 358-361, 372-375, 386-389 UNIT 6: 430-433, 444-447</p> <p>TEACHER'S EDITION: UNIT 1: T 146, T158, T174, T212, T214, T278 UNIT 2: T 159F, T159L, T 159P, T 159S, T212 UNIT 3: T27Y, T 146-T148, T 159I, T159N, T 159O, T172-T173 UNIT 4: T142-T143, T 166-T167, T217G, T217I, T217K, T217P, T230-T231 UNIT 5: T142-T143, T217M, T230-T231, T270 UNIT 6: T142, T206-T207, T230-T231</p> <hr/> <p>Technology / Open Resources Study Island 3c: Academic Language http://www.education.com/common-core/CCSS.ELA-LITERACY.RI.3.4/worksheets/</p>	
<p>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p>Why did the author hyperlink the text in the sentences below?</p> <p>The Eiffel Tower is named after Gustave Eiffel. He is the engineer who designed and built the tower.</p>	<p>Text (Units / Pages)</p>	

			<p>READING/WRITING WORKSHOP: UNIT 2: 134-139, 150-155 UNIT 3: 214-219 UNIT 4: 304-307 UNIT 5: 362-365 UNIT 6: 434-437</p> <p>LITERATURE ANTHOLOGY: UNIT 1: 54-57 UNIT 3: 258-269</p> <p>TEACHER’S EDITION: UNIT 1: T156, T174, T182, T186, T190, T192, T222-T223, T336-T337 UNIT 2: T222-T223, T225D, T336-T337 UNIT 3: T159F, T159G, T159K, T159L, T222-T223, T225F, T225K, T336-T337, T338-T341 UNIT 4: T217I, T217K, T217P, T328-T329 UNIT 5: T25W, T25X, T217M, T217W, T217X, T328-T329 UNIT 6: T142, T150, T230-T231, T328-T329</p> <p>Technology / Open Resources https://www.lernerbooks.com/pages/teaching-text-features.aspx Study Island lesson: 3d Text Features</p>	
<p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>RI.3.6. Distinguish their own point of view from that of the author of a text.</p>		<p>Text (Units / Pages) READING/WRITING WORKSHOP: UNIT 2: 134-139, 141, 150-155, 156 UNIT 5: 362-365, 367, 376-379, 381</p> <p>LITERATURE ANTHOLOGY: UNIT 2: 146-167, 172-185 UNIT 3: 240-255, 258-269 UNIT 4: 326-339 UNIT 5: 416-429, 432-451, 456-459</p> <p>TEACHER’S EDITION: UNIT 2: T154-T155, T159E, T159U, T163, T220-T221, T225M, T225N, T229, T240, T246-T248, T251, T252, T255, T256, T258 UNIT 5: T148, T149, T153C, T153J, T153K, T153N, T157, T174, T175, T179, T183, T212-T213, T217T</p> <p>Technology / Open Resources http://www.k12reader.com/subject/reading-skills/point-of-view/ Study Island 3e: Author's Point of View</p>	

Grade: 3	Unit: Informational Text: Reading Wonders	Time:		
Integration of Knowledge and Ideas				
Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics
<p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>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).</p>		<p>Text (Units / Pages) READING/WRITING WORKSHOP: UNIT 1: 54-59, 70-75 UNIT 2: 134-139, 150-155 UNIT 3: 214-219, 230-235 UNIT 4: 290-293, 304-307 UNIT 5: 362-365, 376-379 UNIT 6: 434-437, 448-451</p> <p>LITERATURE ANTHOLOGY: UNIT 1: 54-57 UNIT 3: 240-255, 258-269 UNIT 6: 506-517, 520-543</p> <p>TEACHER'S EDITION: UNIT 1: T 156, T222, T225B, T225E, T225I UNIT 2: T159D, T222, T225B, T225E, T225G, T225H UNIT 3: T159E, T159G, T159K, T159L, T159O, T222 UNIT 4: T153B, T153C, T153G, T217B-T217E UNIT 5: T153F, T214, T215, T217C, T217M</p> <p>Technology / Open Resources Study Island 3f: Maps, Charts, and Photographs</p> <p>http://www.education.com/common-core/CCSS.ELA-LITERACY.RI.3.7/worksheets/</p>	
<p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>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.</p>		<p>Text (Units / Pages) READING/WRITING WORKSHOP: UNIT 1: 54-59, 61, 77 UNIT 3: 246-249, 251 UNIT 4: 290-293, 295 UNIT 6: 434-437, 439, 448-451, 453</p> <p>LITERATURE ANTHOLOGY: UNIT 1: 58-71, 74-91, 94-97 UNIT 2: 146-167, 172-185 UNIT 3: 272-275 UNIT 4: 326-339, 342-357 UNIT 5: 432-451, 465-459 UNIT 6: 506-517, 520-543</p> <p>TEACHER'S EDITION: UNIT 1: T 154, T225C, T225G, T225L, T225M, T225P UNIT 4: T148-T149, T153C, T153D, T153E, T153G, T212-T213, T217C, T217G UNIT 5: T217M, T217Q, T217U, T217V</p>	

			Technology / Open Resources	
<p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>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.</p>		<p>Text (Units / Pages) TEACHER'S EDITION: UNIT 1: T 163, T225T, T229, T293 UNIT 2: T97, T159Z, T 163, T229, T336 UNIT 3: T93T, T97, T159R, T163, T293 UNIT 4: T153N, T157, T221 UNIT 5: T93, T 157, T217V, T217X, T221, T285 UNIT 6: T29, T93, T 157, T221</p>	
			Technology / Open Resources	

Grade: 3	Unit: Informational Text: Reading Wonders	Time:		
Range of Reading and Level of Text Complexity				
Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics
NJLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently 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.		<p>Text (Units / Pages) READING/WRITING WORKSHOP: These units reflect the range of text complexity found throughout the book. UNIT 1: 86-89 UNIT 2: 134-139 UNIT 3: 230-235 UNIT 4: 290-293 UNIT 5: 348-351 UNIT 6: 448-451</p> <p>LITERATURE ANTHOLOGY: These units reflect the range of text complexity found throughout the book. UNIT 2: 172-185 UNIT 3: 240-255 UNIT 4: 326-339 UNIT 5: 432-451 UNIT 6: 520-543</p> <p>TEACHER'S EDITION: UNIT 1: T 156, T222, T225A UNIT 2: T 159A, T159W, T222, T225A, T225O UNIT 3: T93S, T156, T159A, T222, T225A UNIT 4: T 150, T153A, T214, T217A UNIT 5: T89W-T89Z, T150, T153A, T214, T217A, T278 UNIT 6: T150, T153A, T214</p> <p>Technology / Open Resources</p>	

Grade: 3	Unit: Reading Foundation Skills: Reading Wonders	Time:		
Phonics and Word Recognition				
Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics
	RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.		Text (Units / Pages) Technology / Open Resources Activities for Reading Foundation Skills	
	A. Identify and know the meaning of the most common prefixes and derivational suffixes.		Text (Units / Pages) READING/WRITING WORKSHOP: UNIT 2: 143, 159 UNIT 3: 223, 253 UNIT 4: 283 UNIT 5: 383 TEACHER'S EDITION: UNIT 2: T158, T159L, T159P, T224 UNIT 3: T95, T110, T159N, T161, T174, T177, T182, T186, T191, T192, T226, T242-T243, T262 UNIT 4: T89L UNIT 5: T91, T106, T107, T217E, T217T, T219, T235 UNIT 6: T26, T107, T235, T282	
	B. Decode words with common Latin suffixes.		Text (Units / Pages) Technology / Open Resources	

			<p>READING/WRITING WORKSHOP: UNIT 3: 223, 253</p> <p>TEACHER’S EDITION: UNIT 2: T 158, T159L, T159P, T224 UNIT 3: T95, T110, T159N, T161, T174, T177, T182, T186, T191, T192, T226, T242-T243, T262 UNIT 4: T89L UNIT 5: T91, T106, T107, T217E, T217T, T219, T235 UNIT 6: T26, T91, T107, T219, T235</p> <hr/> <p>Technology / Open Resources</p>	
	<p>C. Decode multisyllable words.</p>		<p>Text (Units / Pages)</p> <p>READING/WRITING WORKSHOP: UNIT 1: 63 UNIT 2: 143, 159 UNIT 3: 223, 239, 253 UNIT 4: 269, 283 UNIT 5: 341, 383 UNIT 6: 413, 441</p> <p>TEACHER’S EDITION: UNIT 1: T28, T44, T45, T94, T110, T111, T176 UNIT 2: T44-T45, T110-T111, T93L, T226, T227 UNIT 3: T44-T45, T110-T111, T176-T177, T242 UNIT 4: T90, T91, T170-T171, T219, T234-T235 UNIT 5: T26-T27, T42-T43, T90-T91 UNIT 6: T42-T43, T90-T91, T106-T107, T170-T171, T234-T235</p> <hr/> <p>Technology / Open Resources</p>	
	<p>D. Read grade-appropriate irregularly spelled words.</p>		<p>Text (Units / Pages)</p> <p>TEACHER’S EDITION: UNIT 2: T 160, T176-T177 UNIT 3: T161 UNIT 4: T219 UNIT 6: T283</p> <hr/> <p>Technology / Open Resources</p>	

Grade:	Unit: Reading Foundation Skills: Reading Wonders	Time:		
Fluency				
Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics
	RF.3.4. Read with sufficient accuracy and fluency to support comprehension.		Text (Units / Pages) Technology / Open Resources	
	A. Read grade-level text with purpose and understanding		Text (Units / Pages) TEACHER'S EDITION: UNIT 1: T48, T53, T58, T112-T114, T161, T334-T335 UNIT 2: T29, T48, T114, T161, T180, T227, T246, T334-T335 UNIT 3: T46, T49, T95, T114, T95, T161, T334-T335 UNIT 4: T91, T110, T326-T327 UNIT 5: T27, T91, T110, T172, T326-T327 UNIT 6: T46, T91, T110, T174, T238, T326-T327 <hr/> Technology / Open Resources	
	B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.		Text (Units / Pages) TEACHER'S EDITION: UNIT 1: T29, T48, T95, T114, T127, T161, T180, T227, T246, T334-T335 UNIT 2: T48, T114, T95, T161, T180, T291, T334-T335 UNIT 3: T29, T114, T180, T227, T246, T291, T334-T335 UNIT 4: T27, T46, T110, T174, T219, T238, T283, T326-T327 UNIT 5: T46, T110, T155, T174, T219, T238, T326-T327 UNIT 6: T46, T110, T155, T174, T238, T283, T326-T327 <hr/>	

			Technology / Open Resources	
	C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		<p>Text (Units / Pages)</p> <p>READING/WRITING WORKSHOP: UNIT 1: 31, 47, 93 UNIT 2: 111 UNIT 3: 191 UNIT 4: 297, 311 UNIT 5: 355, 369, 397 UNIT 6: 455</p> <p>TEACHER'S EDITION: UNIT 1: T224, T291 UNIT 2: T27M, T159I, T159L, T159P, T159S, T225D, T225E, T225J, T225P UNIT 3: T27E, T27K, T27Q, T27V, T93C, T159I, T291 UNIT 4: T89W, T217F, T217G, T217I, T217J, T217M UNIT 6: T155</p> <p>Technology / Open Resources</p>	

Grade: 3	Unit: Writing: Reading Wonders	Time:		
Text Types and Purposes				
Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics
NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons		Text (Units / Pages) Technology / Open Resources Writing Mini Lessons	
	A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.		Text (Units / Pages) READING/WRITING WORKSHOP: UNIT 5: 384-385, 398-399 TEACHER'S EDITION: UNIT 1: T 31 UNIT 2: T 97, T 163, T 166, T 175, T 183, T 187, T 193 UNIT 3: T 97, T 229, T 359 UNIT 4: T 28, T 93 UNIT 5: T 224, T 225, T 345, T 347, T 350 UNIT 6: T 93 Technology / Open Resources	
	B. Provide reasons that support the opinion.		Text (Units / Pages) READING/WRITING WORKSHOP: UNIT 2: 144-145 TEACHER'S EDITION: UNIT 2: T 166, T 229 UNIT 3: T 353 UNIT 4: T 28, T 93, T 157, T 175, T 183, T 187, T 193, T 346 UNIT 5: T 224, T 225, T 346, T 352	

			Technology / Open Resources	
	C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.		Text (Units / Pages) READING/WRITING WORKSHOP: UNIT 2: 112-113 UNIT 3: 208-209 UNIT 6: 428-429 TEACHER'S EDITION: UNIT 3: T 131, T354 UNIT 5: T353	
			Technology / Open Resources	
	D. Provide a conclusion.		Text (Units / Pages) READING/WRITING WORKSHOP: UNIT 3: 240-241 UNIT 4: 312-313 TEACHER'S EDITION: UNIT 3: T 222-T223, T361 UNIT 4: T 222-T223, T352	
			Technology / Open Resources	
NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		Text (Units / Pages) Technology / Open Resources	
	A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.		Text (Units / Pages)	

			<p>READING/WRITING WORKSHOP: UNIT 3: 224-225 UNIT 4: 298-299 UNIT 5: 370-371 UNIT 6: 442-443</p> <p>TEACHER'S EDITION: UNIT 1: T31, T97, T100, T101, T163, T229, T232, T233 UNIT 2: T31, T34, T35, T97, T163, T229, T232, T353, T359 UNIT 3: T31, T97, T163, T166, T167, T229 UNIT 4: T160-T161, T190 UNIT 5: T160, T161, T182, T190 UNIT 6: T182, T190, T246, T345, T350</p> <p>READING/WRITING WORKSHOP: UNIT 3: 224-225 UNIT 4: 298-299 UNIT 5: 370-371 UNIT 6: 442-443</p> <p>TEACHER'S EDITION: UNIT 1: T31, T97, T100, T101, T163, T229, T232, T233 UNIT 2: T31, T34, T35, T97, T163, T229, T232, T353, T359 UNIT 3: T31, T97, T163, T166, T167, T229 UNIT 4: T160-T161, T190 UNIT 5: T160, T161, T182, T190 UNIT 6: T182, T190, T246, T345, T350</p>	
	<p>B. Develop the topic with facts, definitions, and details.</p>		<p>Technology / Open Resources</p> <p>Text (Units / Pages)</p> <p>READING/WRITING WORKSHOP: UNIT 1: 48-49 UNIT 2: 174-175 UNIT 6: 470-471</p> <p>TEACHER'S EDITION: UNIT 1: T100, T101 UNIT 2: T166, T167, T196, T360 UNIT 3: T96, T196 UNIT 4: T160-T161, T190 UNIT 5: T160, T161 UNIT 6: T352</p>	
			<p>Technology / Open Resources</p>	

	<p>C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p>		<p>Text (Units / Pages) READING/WRITING WORKSHOP: UNIT 1: 80-81 UNIT 2: 160-161</p> <p>TEACHER'S EDITION: UNIT 2: T32-T35, T64, T159I, T355 UNIT 3: T100, T101 UNIT 6: T346, T352</p> <p>Technology / Open Resources</p>	
	<p>D. Provide a conclusion.</p>		<p>Text (Units / Pages)</p> <p>READING/WRITING WORKSHOP: UNIT 6: 456-457</p> <p>TEACHER'S EDITION: UNIT 2: T361 UNIT 3: T232, T233, T262 UNIT 4: T224-T225 UNIT 6: T347</p> <p>CCSS W.3.3.d READING/WRITING WORKSHOP: UNIT 6: 442-443, 456-457</p> <p>TEACHER'S EDITION: UNIT 1: T164-T165 UNIT 4: T222-T223 UNIT 6: T222-T223</p> <p>Technology / Open Resources</p>	
<p>NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p>		<p>Text (Units / Pages)</p> <p>Technology / Open Resources</p>	

	<p>A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>		<p>Text (Units / Pages) READING/WRITING WORKSHOP: UNIT 1: 64-65 UNIT 4: 284-285</p> <p>TEACHER'S EDITION: UNIT 1: T34, T35, T64, T166, T167, T353, T359 UNIT 2: T100, T101, T233, T262 UNIT 3: T34, T35, T55, T63, T130 UNIT 4: T345 UNIT 5: T32, T33, T96, T97</p>	
	<p>B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p>		<p>Text (Units / Pages)</p> <p>READING/WRITING WORKSHOP: UNIT 1: 32-33 UNIT 2: 128-129 UNIT 4: 284-285, 326-327 UNIT 5: 356-357</p> <p>TEACHER'S EDITION: UNIT 1: T100, T101, T130, T353, T354, T360 UNIT 4: T32-T33, T62, T96-T97, T126, T346, T351, T353 UNIT 5: T96-T97, T126 UNIT 6: T54, T126</p>	
	<p>C. Use temporal words and phrases to signal event order.</p>		<p>Text (Units / Pages)</p> <p>CCSS W.3.3.c READING/WRITING WORKSHOP: UNIT 2: 112-113 UNIT 3: 208-209 UNIT 6: 428-429</p> <p>TEACHER'S EDITION: UNIT 1: T166-T167, T196, T232-T233, T262, T360 UNIT 2: T233</p>	

	<p>D. Provide a sense of closure.</p>		<p>Text (Units / Pages)</p> <p>READING/WRITING WORKSHOP: UNIT 6: 442-443, 456-457</p> <p>TEACHER'S EDITION: UNIT 1: T164-T165 UNIT 4: T222-T223 UNIT 6: T222-T223</p> <hr/> <p>Technology / Open Resources</p>	
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Grade: 3	Unit: Writing: Reading Wonders	Time:		
Production and Distribution of Writing				
Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics
<p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>		<p>Text (Units / Pages) READING/Writing WORKSHOP: UNIT 3: 254-255</p> <p>TEACHER’S EDITION: UNIT 1: T34, T35, T100, T101, T130, T166, T167, T197 UNIT 2: T123, T127, T129-T130, T166, T167, T175, T178 UNIT 3: T46, T61, T93R, T109, T117, T121, T127 UNIT 4: T25T, T62, T89T, T89Y, T126, T190, T217P, T328 UNIT 5: T32, T33, T62, T96, T97, T160, T161, T182 UNIT 6: T62, T126, T190, T266, T328</p> <p>Technology / Open Resources</p>	
<p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>		<p>Text (Units / Pages)</p> <p>READING/Writing WORKSHOP: UNIT 1: 33, 49, 65, 81, 95 UNIT 2: 113, 129, 145, 161, 175 UNIT 3: 193, 209, 225, 241, 255 UNIT 4: 271, 285, 299, 313, 327 UNIT 5: 343, 357, 371, 385, 399 UNIT 6: 415, 429, 443, 457, 471</p> <p>TEACHER’S EDITION: UNIT 1: T34, T35, T65, T100, T101, T166, T167, T232, T233, T353-T356, T359-T362 UNIT 2: T34, T35, T100, T101, T130, T166, T167, T232, T233, T262, T353-T356, T359-T362 UNIT 3: T34, T35, T63, T100, T101, T130, T166, T167, T196, T232, T233, T262, T353-T356, T359-T362 UNIT 4: T32-T33, T62, T96-T97, T126, T160-T161, T190, T224-T225, T345-T348, T351-T354 UNIT 5: T32, T33, T62, T96, T97, T126, T160, T161, T190, T224-T225, T254, T345-T348, T351-T354 UNIT 6: T62, T126, T190, T345-T348, T351-T354</p>	

			Technology / Open Resources	
<p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</p>		<p>Text (Units / Pages) TEACHER'S EDITION: UNIT 1: T292, T338-T341, T356, T362 UNIT 2: T338-T341, T356, T362 UNIT 3: T96, T228, T338-T341, T356, T362 UNIT 4: T284, T330-T333, T348, T354 UNIT 5: T330-T333, T348, T354 UNIT 6: T92, T330-T333, T348, T354</p>	
			Technology / Open Resources	

Grade: 3	Unit: Writing: Reading Wonders	Time:		
Research to Build and Present Knowledge				
Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics
NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.	W.3.7. Conduct short research projects that build knowledge about a topic.		<p>Text (Units / Pages) TEACHER'S EDITION: UNIT 1: T30, T96, T162, T228, T338-T341 UNIT 2: T30, T96, T162, T228, T338-T341 UNIT 3: T30, T96, T162, T187, T228, T338-T341 UNIT 4: T28, T92, T156, T220, T328-T329, T330-T333 UNIT 5: T28, T92, T156, T220, T246, T330-T333 UNIT 6: T28, T92, T328-T329, T330-T333</p> <hr/> <p>Technology / Open Resources</p>	
NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	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.		<p>Text (Units / Pages) TEACHER'S EDITION: UNIT 1: T27B, T27C, T27G, T27I, T27O, T30, T336-T337, T338-T341 UNIT 2: T225F, T225G, T225I, T225K, T228, T336, T338-T341 UNIT 3: T159C, T159E, T159G, T159K, T336-T337 UNIT 4: T25B, T25D, T25E, T25G, T25J, T25P, T25Q, T89B, T346 UNIT 5: T28, T328, T328-T329 UNIT 6: T92, T328, T330-T333</p> <p>Technology / Open Resources</p>	
NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.3.9. (Begins in grade 4)		<p>Text (Units / Pages)</p> <p>Technology / Open Resources</p>	

Grade: 3	Unit: Writing: Reading Wonders	Time:		
Range of Writing				
Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics
NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	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.		<p>Text (Units / Pages)</p> <p>READING/WRITING WORKSHOP: UNIT 1: 64-65 UNIT 2: 112-113 UNIT 3: 192-193 UNIT 4: 298-299 UNIT 5: 356-357 UNIT 6: 428-429</p> <p>TEACHER'S EDITION: UNIT 1: T31, T34, T35, T43, T51, T55, T61, T64, T338-T341, T352-T363 UNIT 2: T109, T117, T121, T127, T128, T130, T163, T338-T341, T352-T363 UNIT 3: T196, T225L, T229, T232, T233, T241, T249, T253, T254, T261, T338-T341, T352-T363 UNIT 4: T97, T118, T119, T126, T157, T160, T330-T333, T344-T355 UNIT 5: T161, T179, T182, T190, T221, T224, T225, T330-T333, T344-T355 UNIT 6: T29, T62, T126, T190, T246, T330-T333, T344-T355</p> <hr/> <p>Technology / Open Resources</p>	

Grade: 3				
Unit: Speaking and Listening: Reading Wonders		Time:		
Comprehension and Collaboration				
Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics
NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	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.		Text (Units / Pages) Technology / Open Resources	
	A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.		Text (Units / Pages) READING/WRITING WORKSHOP: UNIT 1: 28, 29, 44, 45, 60, 61, 76, 77, 90, 91 UNIT 2: 108, 109, 124, 125, 140, 141, 156, 157 UNIT 3: 188, 189, 204, 205, 220, 221, 236, 237, 250, 251 UNIT 4: 166, 267, 280, 281, 294, 295, 308, 309 UNIT 5: 338, 339, 352, 353, 366, 367, 380, 381, 394, 395 UNIT 6: 410, 411, 424, 425, 438, 439, 452, 453	
	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		Text (Units / Pages) TEACHER'S EDITION: UNIT 1: T10, T76, T229 UNIT 2: T10, T76, T162, T222 UNIT 3: T76, T96, T97, T162, T163, T208, T209, T228, T229 UNIT 4: T10, T28, T29, T92, T93, T202, T220, T221 UNIT 5: T74, T93, T156, T202, T203, T266 UNIT 6: T74, T138, T266	

	and texts under discussion).		Technology / Open Resources	
	C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.		Text (Units / Pages) TEACHER'S EDITION: UNIT 1: T 18, T 82, T 142, T 218 UNIT 2: T 14, T 27Q, T 27W, T 30, T 93I, T 159J, T 159N, T 163, T 208, T 340 UNIT 3: T 10, T 27I, T 27V, T 27X-T 27Z, T 93J, T 142, T 159H UNIT 4: T 89H, T 89K, T 89O, T 89V, T 89W, T 89Y, T 217D, T 217H, T 217I, T 217J, T 217M, T 217R, T 221 UNIT 5: T 10, T 221 UNIT 6: T 138	
			Technology / Open Resources	
	D. Explain their own ideas and understanding in light of the discussion.		Text (Units / Pages) TEACHER'S EDITION: UNIT 1: T 10, T 76, T 93B, T 97, T 163, T 208, T 222, T 228, T 340 UNIT 2: T 14, T 27B, T 27F, T 27L, T 27N, T 27P, T 27X, T 31, T 159J, T 225E, T 225J UNIT 3: T 159J, T 159L, T 163, T 225H, T 225I UNIT 4: T 25N, T 25V, T 29, T 89H, T 89O UNIT 5: T 10, T 30, T 92, T 94, T 138, T 139, T 157 UNIT 6: T 156, T 285, T 332	
			Technology / Open Resources	
NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	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.		Text (Units / Pages) TEACHER'S EDITION: UNIT 1: T 10, T 12, T 32, T 78, T 98, T 144, T 164, T 208, T 210, T 230, T 336 UNIT 2: T 10, T 12, T 32, T 78, T 98, T 142, T 144, T 159Y, T 164, T 208, T 210, T 230, T 336 UNIT 3: T 10, T 12, T 32, T 76, T 78, T 98, T 142, T 144, 162, T 164, T 208, T 209, T 230, T 292, T 340 UNIT 4: T 12-T 13, T 30, T 74, T 76, T 94, T 158, T 204, T 222, T 328 UNIT 5: T 10, T 12, T 30, T 74, T 76, T 94, T 140, T 141, T 158, T 202, T 204, T 217W, T 220, T 222, T 328 UNIT 6: T 28, T 74, T 76, T 138, T 140, T 220, T 328	

			Technology / Open Resources	
NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.		<p>Text (Units / Pages) TEACHER’S EDITION: UNIT 1: T340, T342-T343 UNIT 2: T31, T228, T292, T340, T342-T343 UNIT 3: T31, T96, T97, T162, T163, T228, T229, T340, T342-T343 UNIT 4: T156, T332, T334-T335 UNIT 5: T28, T332, T334-T335 UNIT 6: T29, T332, T334-T335</p>	
			Technology / Open Resources	
Grade: 3	Unit: Speaking and Listening: Reading Wonders		Time:	

Presentation of Knowledge and Ideas				
Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics
NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	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.		<p>Text (Units / Pages)</p> <p>TEACHER'S EDITION: UNIT 1: T 18, T 148, T 340, T 342-T 343 UNIT 2: T 30, T 97, T 340, T 342-T 343 UNIT 3: T 30, T 229, T 340, T 342-T 343, UNIT 4: T 28, T 332, T 334-T 335 UNIT 5: T 294, T 332, T 334-T 335 UNIT 6: T 157, T 220, T 332, T 334-T 335</p> <hr/> <p>Technology / Open Resources</p>	
NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.		<p>Text (Units / Pages)</p> <p>TEACHER'S EDITION: UNIT 1: T 228, T 340 UNIT 2: T 227, T 291, T 340 UNIT 3: T 228, T 340 UNIT 4: T 92, T 155, T 156, T 283, T 284, T 332, T 334-T 335 UNIT 5: T 27, T 332, T 334-T 335 UNIT 6: T 27, T 92, T 332, T 334-T 335</p> <p>Technology / Open Resources</p>	
NJSLSA.SL6. Adapt speech to a variety of contexts and	SL.3.6. Speak in complete sentences when appropriate to task and situation in order		Text (Units / Pages)	

communicative tasks, demonstrating command of formal English when indicated or appropriate.	to provide requested detail or clarification.		TEACHER'S EDITION: UNIT 2: T 163, T208, T293 UNIT 3: T31, T97 UNIT 4: T157 UNIT 5: T221, T332 UNIT 6: T157, T220 Technology / Open Resources	
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Grade: 3	Unit: Language: Reading Wonders	Time:		
Conventions of Standard English				
Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics
NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		Text (Units / Pages) Technology / Open Resources Student Activities for Language	
	A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.		Text (Units / Pages) READING/WRITING WORKSHOP: Grammar Handbook: 478-480, 481-486, 487-490, 491-492, 493-494 TEACHER'S EDITION: UNIT 1: T151 UNIT 2: T36, T65, T100, T101, T131, T177, T234 UNIT 3: T36, T64, T102, T168, T197 UNIT 4: T34, T63, T89D, T162, T190 UNIT 5: T34, T35, T63, T98, T99, T162, T163, T190, T226, T227 UNIT 6: T34, T35, T63, T98, T99, T162, T163, T191, T226, T227 Technology / Open Resources	
	B. Form and use regular and irregular plural nouns.		Text (Units / Pages) READING/WRITING WORKSHOP: Grammar Handbook: 479-480 TEACHER'S EDITION: UNIT 2: T102, T130, T168-T169, T197 Technology / Open Resources	

	C. Use abstract nouns (e.g., childhood).		Text (Units / Pages)	
			Technology / Open Resources	
	D. Form and use regular and irregular verbs		Text (Units / Pages)	
			Technology / Open Resources	
	E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.		Text (Units / Pages)	
			READING/WRITING WORKSHOP: Grammar Handbook: 482-483	
			TEACHER'S EDITION: UNIT 2: T 111 UNIT 3: T36-T37, T102, T131, T168-T169, T197, T234-T235, T263 UNIT 4: T162, T163	
			Technology / Open Resources	
	F. Ensure subject-verb and pronoun-antecedent agreement.		Text (Units / Pages)	
			Technology / Open Resources	
	G. Form and use comparative and superlative adjectives and adverbs, and choose		Text (Units / Pages)	

	between them depending on what is to be modified.		Technology / Open Resources	
	H. Use coordinating and subordinating conjunctions.		Text (Units / Pages) READING/WRITING WORKSHOP: Grammar Handbook: 476 TEACHER'S EDITION: UNIT 2: T234 UNIT 4: T226-T227	
	I. Produce simple, compound, and complex sentences.		Technology / Open Resources Text (Units / Pages) READING/WRITING WORKSHOP: UNIT 1: 94-95 UNIT 3: 192-193 UNIT 5: 342-343 UNIT 6: 414-415 Grammar Handbook: 476, 477 TEACHER'S EDITION: UNIT 1: T36, T63, T65, T102-T103, T129, T131, T168-T169, T195, T197, T234-T235, T261, T263 UNIT 2: T63-T65, T129, T195, T234, T260-T263 UNIT 3: T63-T64, T129, T131, T195, T261 UNIT 4: T35, T54, T61, T63, T98, T125, T182, T188-T189, T221, T226, T227, T253, T255 UNIT 5: T32, T33, T54, T61, T62, T125, T182, T188, T189, T190, T246, T253, T255 UNIT 6: T54, T61, T118, T125, T126, T190, T246, T253	
NJLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		Technology / Open Resources Text (Units / Pages) Technology / Open Resources	
	A. Capitalize appropriate words in titles		Text (Units / Pages)	

			Technology / Open Resources	
	B. Use commas in addresses.		<p>Text (Units / Pages) READING/WRITING WORKSHOP: Grammar Handbook: 502</p> <p>TEACHER'S EDITION: UNIT 2: T235 UNIT 5: T35 UNIT 6: T35</p> <p>Technology / Open Resources</p>	
	C. Use commas and quotation marks in dialogue.		<p>Text (Units / Pages) READING/WRITING WORKSHOP: Grammar Handbook: 504</p> <p>TEACHER'S EDITION: UNIT 3: T37 UNIT 4: T99, T163</p> <p>Technology / Open Resources</p>	
	D. Form and use possessives.		<p>Text (Units / Pages)</p> <p>Technology / Open Resources</p>	
	E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).		<p>Text (Units / Pages) TEACHER'S EDITION: UNIT 1: T46, T63, T112, T120, T178, T195, T244, T261 UNIT 2: T45, T46, T112, T178, T195, T244 UNIT 3: T46, T112, T130, T178 UNIT 4: T44, T108, T172, T236, T254 UNIT 5: T61, T100, T108, T125, T189, T236, T253 UNIT 6: T44, T61, T108, T125, T172, T189, T236, T253, T292</p> <p>Technology / Open Resources</p>	
	F. Use spelling patterns and		Text (Units / Pages)	

	<p>generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>		<p>TEACHER’S EDITION: UNIT 1: T38, T64, T104, T130, T170, T196, T236, T262, T302 UNIT 2: T38, T45, T64, T102, T104, T130, T168, T170, T236, T302 UNIT 3: T38, T63, T104, T170, T196, T236, T302 UNIT 4: T62, T98, T126, T190, T292 UNIT 5: T36, T62, T100, T164, T190, T228, T254, T292 UNIT 6: T62, T100, T126, T164, T190, T228</p> <p>Technology / Open Resources</p>	
	<p>G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>		<p>Text (Units / Pages) READING/WRITING WORKSHOP: UNIT 1: T38, T104, T170, T236, T302 UNIT 2: T38, T104, T170, T236, T302 UNIT 3: T38, T104, T170 UNIT 4: T292 UNIT 5: T36, T164, T228, T292 UNIT 6: T36, T100, T164, T228, T292</p> <p>TEACHER’S EDITION: UNIT 1: T38, T104, T170, T236, T302 UNIT 2: T38, T104, T170, T236, T302 UNIT 3: T38, T104, T170 UNIT 4: T292 UNIT 5: T36, T164, T228, T292 UNIT 6: T36, T100, T164, T228, T292</p> <p>Technology / Open Resources</p>	

Grade: 3	Unit: Language: Reading Wonders	Time:		
Knowledge of Language				
Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics
<p>NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>		<p>Text (Units / Pages)</p> <p>Technology / Open Resources</p>	
	<p>A. Choose words and phrases for effect.</p>		<p>Text (Units / Pages)</p> <p>READING/WRITING WORKSHOP: UNIT 1: 32-33 UNIT 2: 128-129 UNIT 4: 284-285, 326-327 UNIT 5: 356-357</p> <p>TEACHER’S EDITION: UNIT 1: T98-T101 UNIT 2: T98-T 101, T 130 UNIT 4: T286-T289 UNIT 5: T92, T94-T97 UNIT 6: T284, T286-T289</p> <hr/> <p>Technology / Open Resources</p>	
	<p>B. Recognize and observe differences between the conventions of spoken and written standard English.</p>		<p>Text (Units / Pages)</p> <p>TEACHER’S EDITION: UNIT 2: T96 UNIT 4: T92 UNIT 5: T 156 UNIT 6: T156, T330-T333</p> <hr/> <p>Technology / Open Resources</p>	

Grade: 3	Unit: Language: Reading Wonders	Time:		
Vocabulary Acquisition and Use				
Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics
NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.		Text (Units / Pages) Technology / Open Resources	
	A. Use sentence-level context as a clue to the meaning of a word or phrase.		Text (Units / Pages) READING/WRITING WORKSHOP: UNIT 1: 47, 93 UNIT 2: 111 UNIT 3: 191 UNIT 4: 297, 311 UNIT 5: 355, 369, 397 TEACHER'S EDITION: UNIT 1: T26, T27N, T41, T92, T93D, T107, T172 UNIT 2: T93S, T159W, T216 UNIT 3: T26-T27, T27E, T93C, T159I, T212-T213 UNIT 4: T89G, T89W, T167, T217G UNIT 5: T14, T38, T88-T89, T152-T153, T153E, T166-T167 UNIT 6: T216-T217, T217N, T231	
	B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable,		Technology / Open Resources Text (Units / Pages)	

	comfortable/uncomfortable, care/careless, heat/preheat).		<p>READING/WRITING WORKSHOP: UNIT 2: 143, 159 UNIT 3: 223, 253 UNIT 4: 283 UNIT 5: 383</p> <p>TEACHER'S EDITION: UNIT 2: T 158, T173, T224-T225, T238-T239 UNIT 3: T95, T 158-T159, T161, T173, T226, T236, T238-T239 UNIT 4: T38-T39, T88-T89, T89L, T103 UNIT 5: T14, T103, T153K, T153L, T167, T216-T217, T231 UNIT 6: T26, T91, T167, T219, T231</p>	
			Technology / Open Resources	
	C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).		<p>Text (Units / Pages) READING/WRITING WORKSHOP: UNIT 3: 239 UNIT 4: 269 UNIT 5: 341 UNIT 6: 413, 441</p> <p>TEACHER'S EDITION: UNIT 2: T225K, T225N UNIT 3: T 159N, T224-T225, T225B, T225I, T225L, T239, T240, T302 UNIT 4: T24, T25B, T25P, T25T, T27, T39, T155 UNIT 5: T24, T39, T102, T155, T171 UNIT 6: T24-T25, T27, T39, T102, T152-T153, T155, T167, T230</p>	
			Technology / Open Resources	
	D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.		<p>Text (Units / Pages) TEACHER'S EDITION: UNIT 1: T26, T41, T92, T93K, T107 UNIT 2: T159I, T239 UNIT 3: T26, T92, T239 UNIT 4: T24, T89I, T89W, T216 UNIT 5: T24, T88, T89I, T152, T217O, T280</p>	
			Technology / Open Resources	
NJSLSA.L5. Demonstrate	L.3.5. Demonstrate		Text (Units / Pages)	

understanding of word relationships and nuances in word meanings.	understanding of figurative language, word relationships and nuances in word meanings.		Technology / Open Resources	
	A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).		Text (Units / Pages) READING/WRITING WORKSHOP: UNIT 1: 79 UNIT 2: 127, 173 UNIT 3: 207 UNIT 4: 325 UNIT 6: 427, 469 TEACHER'S EDITION: UNIT 1: T224, T225H, T225K, T225M, T239 UNIT 2: T92, T107, T113, T118, T122, T172 UNIT 3: T40, T92-T93, T93Q, T93R, T107 UNIT 4: T25L, T89G, T89P, T89W, T217G, T217I UNIT 5: T89Q, T89S UNIT 6: T88-T89, T103, T142, T166, T294-T295	
	B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).		Text (Units / Pages) READING/WRITING WORKSHOP: UNIT 1: 20-21, 68-69 UNIT 2: 116-117, 148-149 UNIT 3: 196-197, 212-213 UNIT 4: 288-289, 302-303 UNIT 5: 346-347, 360-361 UNIT 6: 418-419, 460-461 TEACHER'S EDITION: UNIT 1: T47, T76, T179, T208, T212, T245 UNIT 2: T47, T76, T179, T245 UNIT 3: T40-T41, T113, T146, T179, T212, T245 UNIT 4: T10, T14, T78, T173, T237 UNIT 5: T202-T203, T230-T231, T237 UNIT 6: T38-T39, T78, T142-T143, T230-T231	
	C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).		Text (Units / Pages) TEACHER'S EDITION: UNIT 1: T56 UNIT 2: T41, T56, T107 UNIT 3: T93M, T107 UNIT 4: T103 UNIT 5: T103	
NJSLSA.L6. Acquire and use accurately a range of	L.3.6. Acquire and use accurately grade-appropriate		Technology / Open Resources	
			Text (Units / Pages)	

<p>general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>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).</p>		<p>READING/WRITING WORKSHOP: UNIT 1: 20-21, 36-37, 52-53, 68-69, 84-85 UNIT 2: 100-101, 116-117, 132-133, 148-149, 164-165 UNIT 3: 180-181, 196-197, 212-213, 228-229, 244-245 UNIT 4: 260-261, 274-275, 288-289, 302-303, 316-317 UNIT 5: 332-333, 346-347, 360-361, 374-375, 388-389 UNIT 6: 404-405, 424-425, 432-433, 446-447, 460-461</p> <p>TEACHER'S EDITION: UNIT 1: T 14, T 40-T41, T80, T 106-T107, T146 UNIT 2: T93C, T 106-T107, T212, T 238-T239 UNIT 3: T14-T15, T27Y, T146-T147, T159I, T172-T173 UNIT 4: T14-T15, T38-T39, T142-T143, T153I, T166-T167, T217K UNIT 5: T78-T79, T102-T103, T142-T143, T166-T167, T230-T231 UNIT 6: T38-T39, T44, T50, T54, T61, T102-T103, T206-T207</p> <p>Technology / Open Resources</p>	
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