



Grade 3

Reading Curriculum

Oradell Public School District
Oradell, NJ

2023

The [Grade 3 Reading Curriculum](#) was developed by the Oradell Language Arts Curriculum Team and aligned to the New Jersey Student Learning Standards (NJSLS).

Oradell Public School District

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Board Policy

This revision is aligned with the New Jersey Student Learning Standards for Language Arts, the New Jersey Student Learning Standards for Computer Science and Design Thinking, the New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills, and the inclusion of connections of Social-Emotional Learning Competencies.

Affirmative Action

During the development of this course of study, particular attention was paid to the elimination or exclusion of any materials which might discriminate on the basis of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, familial status, genetic information, mental or physical disabilities, or in educational opportunities. Every effort has been made to uphold both the letter and spirit of Affirmative Action mandates as applied to the content, the texts and the instruction inherent in this course.

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Our Language Arts Philosophy

We believe in a balanced approach to the teaching of language arts. We develop readers and writers to become thinkers and to develop strategies to become global citizens. We believe that readers need access to books that they find fascinating, time to read, and expert instruction (Richard Allington 2011). We believe that writers need time, choice, and feedback to be successful. Partnered with explicit instruction in language arts content, a strategy-based curriculum promotes literacy behaviors and skills that contribute to strategic thinking, reading, and writing.

What is Balanced Literacy?

A Balanced Literacy program uses whole language and phonics and aims to include the strongest elements of each. The components of a balanced literacy approach are as follows:

- Reading workshop
- Read-aloud
- Shared reading
- Guided reading
- Writing workshop
- Interactive writing
- Shared writing
- Word study

Reading Workshop

What is Reading Workshop?

Throughout the year, students will go on a literacy journey learning important skills that contribute to their lives as readers and writers in an ever-changing world. Within a workshop model, teachers implement standards-based minilessons to support whole class goals, followed by individualized small group work, conferences, and assessments that allow for a gradual release of responsibility and differentiated support and challenge for each student's individual learning needs. Ultimately, the workshop will close with a quick culminating group discussion that reviews the teaching point of the lesson while providing an opportunity for students to share their learning and process.

Minilesson

Each reading workshop lesson begins with explicit instruction in a minilesson. During each minilesson, the teacher introduces a specific concept, also known as the teaching point. Most often, the teaching point focuses on a reading skill and strategy. The teacher will explicitly model or demonstrate the skill for the students. Skills are explicitly modeled during minilessons. The minilesson has four parts: the connection, the teach (demonstration), the active engagement and the link. The teacher chooses a skill and strategy that the class needs based on classroom assessments. During the connection portion of the lesson, the teacher connects prior learning to the current skill. The teacher announces the teaching point: the skill and strategy being taught. In this approach, the teacher shows students how to accomplish the skill by modeling the strategy in a book with which the students are familiar. The teacher also uses a think-aloud. This method shows students how to think about the text and then allows them to work this out in their own books or a

shared text during the active engagement portion of the minilesson. During the link portion of the minilesson, the teacher reminds students about the strategies they can use while they are reading.

Reading Aloud

Time is reserved for teachers to model reading with expression, fluency, intonation, and good pacing. Instructional read-alouds promote strategic reading, where students must draw upon their full toolbox of reading knowledge. Most importantly, read-aloud time should promote the joy of reading, thinking, sharing, and learning.

Interactive Read-Aloud

An interactive read-aloud is comprised of a series of purposeful activities that engage the class in the book and the strategies that surround it. The following list contains the many parts of an interactive read-aloud:

- Previewing the book
- Scaffolding on prior knowledge
- Modeling vocabulary development
- Teaching reading fluency
- Emphasizing elements of the story
- Asking purposeful questions
- Using think-alouds to assist comprehension
- Summarizing the story to bring closure

Texts used during the interactive read-aloud should be chosen from a wide variety of genres. They should tap into the readers' interests and be full of rich vocabulary.

Shared Reading

Shared Reading is an interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression

Guided Reading

The purpose of a guided reading group is to support students as they move up to the next reading level. For example, if a group of students demonstrates signs of readiness to reach a new level text, the teacher may gather that group of students to introduce them to the work of reading at that next level. The [Scholastic Leveled Book Room 4.0](#) contains very useful resources adapted from Fountas and Pinnell's work around guided reading called "Behaviors to Notice and Support." These charts are designed for each guided reading level. They provide specific behaviors and understandings that are required at each level for students to demonstrate thinking within, beyond, and about the text. These behaviors and understandings describe what students will be expected to do in order to effectively read and understand the text.

Independent Reading

Research suggests that a high volume of reading improves reading comprehension. Furthermore, research suggests that students comprehend better when they have an opportunity to discuss their reading content and process. Based on data from the Teachers College Reading and Writing Project (TCRWP) Assessment for Independent Reading Levels, students are guided toward texts that are at an appropriate level to support the individual reader's growth. Specific class time is reserved for independent reading, partner reading, guided reading and/or book club reading followed by occasions to talk about texts in student partnerships, small groups, and whole group settings. Leveled classroom libraries support student reading practice.

Teachers conduct the [Teachers College Reading and Writing Project \(TCRWP\) Assessment](#) for Independent Reading Levels several times each year. During the assessment, teachers assess the accuracy of the student's oral reading. In addition, students are asked to retell the story and answer comprehension questions. Teachers also record their noticings about the student's fluency. Ultimately, teachers use the assessment data to determine the highest level that a student can read independently: "That is, the reader has an accuracy rate of 96% or higher and comprehension represented by a strong retelling or at least three correct comprehension questions" (TCRWP Assessment Instructions 2020). Students are expected to read independently daily at an appropriately rigorous independent reading level. There are also opportunities for students to read at an instructional level, defined as one to two levels above his/her independent level, with support.

Reading Conferences

In a reading conference, teachers check-in with individual students (or small groups of students with a specific and similar learning need) on their reading interests and progress. After listening to a student read a portion of a text aloud or asking specific teacher-driven questions, teachers will work to:

1. Compliment the student(s).
2. Provide an explicit teaching point.
3. Coach the student as he/she works to apply the skill/strategy.

Teachers take anecdotal notes on conferences as formative assessment data to drive subsequent conferences and small group work. Each conference or small group lesson focuses on a particular reading strategy to learn more about individual student reading needs within the small group setting.

Reading Strategy Groups

Teachers may gather strategy groups when students at various levels need support with a specific skill. In strategy groups, students may be reading at different independent reading levels, however, the students may be gesturing toward a similar next step in reading skill work. For example, teachers may gather a group of students based on similar noticings on formative assessments.

Close Reading

Close reading is a rereading of a short passage looking at specific details to deepen comprehension. It promotes higher order thinking in relation to the text by determining importance and analyzing select passages and excerpts.

Book Clubs

Small groups of students may read the same book together in a book club. When students discuss their books they learn through collaboration with peers. Teachers model and guide effective text discussion before releasing students to work in a student-centered book club: selecting the text, determining the pace of reading, preparing for discussion, and facilitating discussion.

Writing Workshop

What is Writing Workshop?

The writing workshop framework is used for writing instruction. This is the daily block of time devoted to teaching students to become skilled writers. Each Writing Workshop lesson begins with explicit instruction in a curriculum driven minilesson that is grounded in a clear teaching point. After the minilesson, individual writing conferences take place while the majority of the students are writing independently. This structure allows teachers to truly get to know each child as an author, and then to provide ongoing support for each child's writing.

Minilesson

Writing workshop begins with a minilesson, a short whole class lesson in which the teacher teaches students something about writing (Anderson 2005). The majority of the class time is spent with students practicing the skill and strategy work that was introduced during minilessons, small group work, and/or shared writing. The teacher gradually releases responsibility to students with strategic levels of support.

Writing Conferences

While students write, teachers move around the classroom conducting writing conferences. In these one-on-one conversations, teachers teach each student about an aspect of writing that meets that students' needs as a writer (Anderson 2005). According to Lucy Calkins, a writing conference should contain the following parts:

1. Research: Observe and note something to praise and something to grow.
2. Decide: Determine the teaching point.
3. Teach: Coach a part of the student's writing process.
4. Link: Remind the student to use his/her new skills as an author in future writing endeavors.

Anecdotal records of writing conferences are used to compile all of the useful information collected. The conference notes are an effective tool to help identify trends in each child's writing and assess his/her growth as a writer. Conference notes provide formative assessment data for subsequent individual and small group instruction. (See below for Carl Anderson's example of a writing conference form.)

Assessment Notes for _____ Date _____

What am I learning about this student as a writer?	What do I need to teach this student?

Ⓢ is the symbol for Teaching Point. © is the symbol for Instructional Goal.
© 2011 by Carl Anderson from *Assessing Writers, Heavenside, Portsmouth, NH*

14 Strategic Writing Conferences: Teacher's Guide

© 2011 by Carl Anderson from *Assessing Writers, Heavenside, Portsmouth, NH*

Writing Strategy Groups

Teachers may convene strategy groups when students at various levels need support with a specific writing skill. This is an effective format when a small group of students is struggling with the same writing skill and the teacher can target that particular group.

Independent Writing

This is the time when students practice the skill taught during the minilesson with their own writing. Students are encouraged to write with independence, focus, and stamina in order to produce writing in volume.

Writing Share

Ultimately, the lesson will close with a culminating group discussion that reviews the teaching point of the lesson while providing an opportunity for students to share their learning and process.

Interactive Writing (K-1)

Interactive writing supports foundational skills for young writers. In this lesson structure, teacher and students compose a message together and the pen is shared. This type of work supports concepts of print, sound-symbol relationships, increases spelling knowledge, and provides opportunities to plan and construct text in a shared writing setting (Fountas & Pinnell, 2001). Unlike independent writing, where students spell using a developing understanding of sound-symbol relationships (i.e. inventive spelling), interactive writing models correct writing conventions. In other words, if the students do not know a writing convention rule, the teacher delivers it explicitly in the creation of the shared text.

Shared Writing (K-6)

Teacher and students work together to compose written texts that support the current genre/unit of study. This demonstrates how writing works, provides opportunities to model spelling strategies, revision work, and editing strategies. The students are brought through the writing process together. This also provides an exemplar to post in the classroom for reference.

What is the difference between revising and editing?

Revising and editing are not the same part of the writing process. When revising, the author is changing the meaning or way in which the reader perceives, experiences and interprets a piece of writing. This can be accomplished by adding new thoughts, clarifying existing thoughts, choosing more descriptive words, improving overall understanding of ideas presented, enhancing character development, adding more detail, or eliminating unnecessary elements.

When editing, the overall piece remains exactly the same, but the writer fixes the mistakes they have made, such as typos, grammatical errors, and spelling mistakes. This is an ideal point in the unit to teach grammar lessons, as students can apply what they learn to their own pieces of writing.

Word Study

Oradell Public School District utilizes an integrated approach to word study. Although word study is embedded in the various reading and writing workshop lessons, time is reserved for word study activities and assessments during the literacy block. Word study time begins in Kindergarten with early literacy concepts, phonics/word work, and handwriting activities and evolves toward work in spelling, grammar, and

vocabulary.

Phonics Resource for Primary Grades

Beginning in the 2018-2019 school year, Oradell Public School is implementing the Wilson Foundations program for Kindergarten and 1st grade. Teachers will use the Foundations materials during their literacy block to build students' phonics/vocabulary skills. Through Foundations, emerging readers review letters, their sounds, and how to form them, along with strategies for segmenting and blending words as they try to read and spell them. They also learn about many aspects of word and sentence structure. Echo, an owl puppet children love, encourages them as they learn through repetition, build sounds and words with magnet letters, and engage in other visual, auditory, oral, and kinesthetic activities that foster literacy.

Word Study in the Upper Grades

Students in grades 2-6 engage in multiple ways into a deeper study of vocabulary. Word study provides students with opportunities to investigate and understand the patterns in words. Knowledge of these patterns means that students needn't learn to spell one word at a time. Word study is also designed to build word knowledge that can be applied to both reading and spelling. Students in grades 2-5 utilize *Wordly Wise 3000: Direct Academic Vocabulary Instruction* as their word study resource. Students in grade 6 utilize *Sadlier Vocabulary Workshop: Level A* as their resource. Both *Wordly Wise* and *Sadlier* are resources, as teachers use many other word study strategies and materials to support vocabulary development in their classrooms. The more students understand academic vocabulary, the easier it is for them to understand the information they may read or hear about a topic (Marzano 2005).

Grammar

Oradell Public School District believes in an embedded and inquiry-based approach to the teaching of grammar. To this end, we have developed a [Standards-based Continuum](#) of grammar and mechanics skills that are to be taught at each grade level. The continuum should also be used to differentiate the lessons taught to individual and small groups of students. For example, a student in the 4th grade may work on "using relative pronouns" but, based on assessment, another will be in a small group on "using collective nouns" (a 2nd-grade skill).

All About the Language Arts Curriculum

How was the curriculum developed?

The Oradell Public School District's curriculum consists of reading and writing units that have been inspired by the Lucy Calkins Units of Study for Teaching Reading (K-6) and the Lucy Calkins Units of Study for Teaching Writing (K-5 and Middle School) further supported by the [Teachers College Reading and Writing Project](#) (TCRWP). Please see the "Professional Resources" section at the end of each unit for specific books used. Additionally, grade-level writing rubrics for narrative, informational, and opinion writing are provided. The OPS rubrics have been linked to the document as Google Docs for ease of use; teachers can make a copy and revise for specific units as needed. Teachers are encouraged to collaborate to create additional minilessons and formative assessments for the whole group, small-group, and individual conferences.

Each unit contains bends and corresponding teaching points. The first part of the teaching point can also be read as an essential question. A bend is the section of each unit that groups particular teaching points. A teaching point addresses both the skill and strategy that will be practiced in a given reading or writing block. The teaching points in the curriculum are meant as a menu of options and are chosen based on assessment.

Modifications

The modifications section at the end of each bend is meant to help guide the differentiation of the units for students with IEPs, Multilingual Learners, Tier 2 At-Risk students (students in Basic Skills) and Gifted and Talented students. Carol Ann Tomlinson defines differentiation as tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction. At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction (Tomlinson 2000).

Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:

1. Content: what the student needs to learn or how the student will get access to the information
2. Process: activities in which the student engages in order to make sense of or master the content
3. Products: culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit
4. Learning environment: the way the classroom works and feels

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Oradell Public School District

Suggested Pacing Guide for Reading & Writing Units Grade Three

Unit	Approximate Months	Reading Unit	Writing Unit	Grammar Skills
1	September-October	<u>FICTION</u> <u>Launching Reading Workshop & Story Elements</u>	NARRATIVE Launching Writing Workshop & Personal Narrative	-Simple sentences -Nouns -Capitalize appropriate words in titles
2	October-November	<u>FICTION</u> <u>Relationship Between Character and Plot</u>	OPINION Introduction to Literary Essay	-Regular & irregular verbs -Verb tense -Subject verb and pronoun antecedent agreement
3	November-December	<u>FICTION</u> <u>Mystery Genre Study</u>	NARRATIVE Realistic Fiction	-Formatting dialogue -Adjectives -Adverbs
4	January-February	<u>NONFICTION</u> <u>Comprehending Informational Texts</u>	INFORMATIONAL Nonfiction Writing	-Possessives -Paragraphing
5	February-March	<u>STANDARDIZED TEST PREP</u> <u>Text Comprehension in a Variety of Genres</u>	STANDARDIZED TEST PREP Writing to a Prompt/Compare & Contrast	-Compound and complex sentences
6	April-May	<u>NONFICTION</u> <u>Reading in the Content Area</u>	OPINION Persuasive Writing	-Use commas in addresses
7	May-June	<u>BOOK CLUBS</u> <u>Series Books and Author Studies</u>	NARRATIVE Fairy Tales	-Coordinating and subordinating conjunctions

Note: Highlighted activities indicate **Holocaust Awareness**, **Amistad Commission**, or **Asian American Pacific Islander** legislation related activities.

Third Grade Reading Curriculum

Unit 1 Fiction: Launching Reading Workshop & Story Elements

Unit Overview

Get ready to begin an exciting year of reading! The main focus of this unit is to establish the routines of reading workshop: mini lessons, independent reading time, conferring, the role of reader's notebooks and book logs, read-alouds, shared reading, strategy groups and partner conversations. This sets the tone for everything else that will follow this year in the reading lives of third grade students. These routines will empower students as they develop a sense of pride about their own reading. Another important aspect of this unit is to establish a community that grows and learns together through their love of books. Students will learn strategies to monitor their comprehension and apply fix-up strategies when they have lost the thread of a story. Students will also build stamina and improve their accuracy and fluency by reading increasingly more complex texts in a variety of genres and talking about their books with partners. Above all, students will strive to become avid lifelong readers.

Enduring Understandings

Readers will:

- Follow routines that establish a reading life in a community of learners.
- Decode words accurately using multiple strategies that support comprehension.
- Self-monitor for comprehension.
- Read with focus and stamina by reading independently.
- Discuss and share their thinking about books with peers to grow ideas and strengthen fluency.
- Develop insight about characters from different backgrounds.
- Identify and understand common story elements.
- Interpret story elements and the purpose they serve within the story.

Assessments

Possible Ongoing Assessments

- TCRWP Assessment for Independent Reading Levels
- LinkIt! custom and benchmark assessments
- Conferring Notes: daily observation of students' participation and conversation with partners
- Teacher-student conferences (e.g. individual, small group, strategy group and guided reading)
- Reading logs, reader's notebooks, writing about reading evidence (e.g. Post-its, journal entries, writing long about reading)

Possible Reading Notebook Entries

- Stop and jot on a Post-it.
- Retell about the characters, setting, plot, problem/resolution.
- Create a five-sentence summary. (Retell across fingers.)
- Write long from a Post-it containing initial ideas.
- Ask and answer questions.
- Elaborate on characters and traits.
- Make inferences and predictions.
- Elaborate on conflicts and resolutions.

Standards (NJSLs) Addressed in this Unit

Reading Literature
RL.3.1 Ask and answer questions to demonstrate understanding of text referring explicitly to the text as the basis for answers. RL.3.3 Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. R.3.6 Distinguish their own point of view from that of the narrator or those of the characters. RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g. create mood, emphasize aspects of a character or setting.)
Reading Informational Text
N/A
Reading Foundational Skills
RF.3.4 Read with sufficient accuracy and fluency to support comprehension
Writing
W.3.2 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.3.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Production and Distribution of Writing W.3.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience W.3.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.3.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Speaking & Listening
SL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. SL.3.5 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. SL.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). SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
Language
L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3 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.
 L.3.4 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.3.5 Demonstrate understanding of word relationships and nuances in word meanings.
 L.3.6 Acquire and use accurately a range of 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.

Computer Science and Design Thinking

8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
 9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Practices

CLKSP1 Act as a responsible and contributing community member and employee.
 CLKSP4 Demonstrate creativity and innovation.
 CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.
 CLKSP6 Model integrity, ethical leadership and effective management.
 CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively.

Interdisciplinary Connections

Theatre

1.4.5.Pr5b: Physically and intellectually investigate how movement and vocal choices are incorporated and make meaning in drama/theatre work.

Unit 1 Fiction: Launching Reading Workshop & Story Elements

Suggested Teaching Points

Unit 1/Bend 1: Establishing a Reading Life

Readers will read with stamina and independence by...

- Understanding the structures and expectations of the workshop model. (e.g. schedule, book selection process, student role, teacher role, etc.)
- Identifying “just right” books and reading over a duration of time.
- Self-monitoring comprehension by asking:
 - *Can I read most of the words on the page?*

	<ul style="list-style-type: none"> ○ <i>Do I understand what is happening in the story?</i> ○ <i>What fix-up strategies will I use if I feel confused?</i> ● Altering voice and tone to match the story. <ul style="list-style-type: none"> ○ Trying out various vocal choices and thinking about how they help the reader understand the characters better. ● Maintaining a record of books using a reading log. ● Discussing and sharing ideas with partners. ● Making text-to-self, text-to-text and text-to-world connections.
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Unit 1/Bend 2: Understanding the Story through Story Elements

<i>Readers will focus on envisioning by...</i>	<ul style="list-style-type: none"> ● Identifying and describing story elements. ● Taking clues from the text as they read by retelling the story across fingers. ● Retelling the story in a cohesive manner that shows plot progression. ● Asking questions to check for understanding. ● Making predictions using clues from characters, setting, plot, etc.
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Unit 1/Bend 3: Understanding the Rise and Fall of the Plot

<i>Readers will use the five parts of the plot to understand the story by...</i>	<ul style="list-style-type: none"> ● Understanding how the rise and fall of a story helps it to progress: <ul style="list-style-type: none"> ○ Introduction: Characters, setting and problem are established. ○ Rising Action: Complications arise... The plot thickens! ○ Climax: Highest point of interest and suspense and where the worst part of the problem occurs. (Turning point/outcome is revealed.) ○ Falling Action: Events that follow the climax and end in a resolution. (Some change has occurred.) ○ Resolution: The ending where most loose ends are tied-up and things come together. ● Making predictions using clues from the author's words.
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Unit 1/Bend 4: Author's Purpose

<i>Readers will understand the author's purpose by...</i>	<ul style="list-style-type: none"> ● Understanding that authors write for an audience with a specific purpose in mind. ● Determining what the author is trying to teach. ● Differentiating between the theme and the moral and identifying it within the story. ● Understanding that stories have a problem and solution. ● Using clues to make predictions based on the author's words. ● Making inferences by using prior knowledge, clues from the story and new information.
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Unit Specific Vocabulary

stamina, text-to-text, text-to-self, text-to-world, just right books, fluency, accuracy, predictions, plot, rising action, climax, falling action, conflict, resolution, setting, characters, protagonist, antagonist

Suggested Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Model book selection process.
- Model productive and engaging partner talk.
- Provide sentence starters such as, "An interesting part of the chapter was when . . ."
- Provide and revisit reading comprehension task cards for fiction to support written comprehension.
- Allow assisted technology for students to dictate their comprehension responses using task cards.
- Provide direct instruction and a completed sample for completing a reading log.
- Build anchor charts with students and provide individual copies for students to continually refer to as skills such as plotlines: rising action, climax, falling action are taught. Provide individual anchor charts that students can use as a reference.
- During read alouds, provide students with their own copies of the text that they can read independently and track plot.
- Provide opportunities for students to turn and talk. Provide sentence starters and/or probing questions
- Use modeling, role playing and cuing.
- Provide graphic organizers for text-to-text connections.
- Incorporate differentiated reading techniques based on the 3rd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students with 504 Plans

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. For example, KWL charts
- Model book selection process.
- Model productive and engaging partner talk.
- Provide direct instruction for completing a reading log.
- Build anchor charts with students and continually refer to them as you teach plotlines: rising action, climax, falling action.
- Provide students with their own copies of the text that they can read independently and track plot.

- Provide opportunities for students to turn and talk.
- Use modeling, role playing and cuing.
- Provide graphic organizers for text-to-text connections.
- Incorporate differentiated reading techniques based on the 3rd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students at Risk

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Model book selection process.
- Model productive and engaging partner talk.
- Provide direct instruction for completing a reading log.
- Build anchor charts with students and continually refer to them as you teach plotlines: rising action, climax, falling action. Provide individual anchor charts that students can use as a reference
- Provide students with their own copies of the text that they can read independently and track plot.
- Provide opportunities for students to turn and talk. Provide sentence starters and/or probing questions
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- Use modeling, role playing and cuing.
- Provide graphic organizers for text-to-text connections.
- Incorporate differentiated reading techniques based on the 3rd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Multilingual Learners

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Model book selection process.
- Model productive and engaging partner talk.
- Allow for the use of Google translate, translation dictionary on ipad in student's native language.
- Provide direct instruction for completing a reading log.
- Build anchor charts with students with multiple visual cues and continually refer to them as you teach plotlines: rising action, climax, falling action.
- Provide students with their own copies of the text that they can read independently and track plot.
-
- Precall students- for example, if you know that they got #3 correct have them present that answer to the class.
- Allow opportunities for echo reading and choral reading.
- Provide opportunities for students to turn and talk.
- Use modeling, role playing and cuing.
- Provide graphic organizers for text-to-text connections.
- Incorporate differentiated reading techniques based on the 3rd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Gifted and Talented

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide students with their own copies of the text that they can read independently.
- Provide opportunities for students to turn and talk.
- Provide student opportunities to present their work in multiple media, such as reader’s theater, commercial, or continued dialogue between the main characters, etc. to show comprehension..
- Allow students to demonstrate mastery through a culminating project.
- Incorporate differentiated reading techniques based on the 3rd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Social Emotional Learning Competencies

- **Self-Awareness**: ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Use of student/teacher specific praise regularly on student areas of strength and areas that have been improving.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management**: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break. Students are encouraged to use it to help refocus as needed.
 - Use of fidget toys as needed.
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Students becoming the “expert” helper to support others in their work.
 - Practicing active listening strategies when classmates are speaking.
 - Use of “I messages” when resolving conflicts.
- **Relationship Skills**: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
 - Use of “I messages” when resolving conflicts.
 - Use of active listening strategies, i.e. repeating what you heard your partner say when discussion conflicts.

- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

[Diversity Mandate Lesson Plans](#)

October: *The Day You Begin* by Jaqueline Woodson

Suggested Mentor Texts

Bigmama's by Donald Crews

Charlotte's Web by E.B. White

Fireflies! by Julie Brinckloe

The Paperboy by Dav Pilkey

Peter's Chair by E.J. Keats

Shortcut by Donald Crew

How to Be a Perfect Person in Just 3 Days by Stephen Manes

Because of Winn-Dixie by Kate DiCamillo

Stone Fox by John Reynold Gardiner

The Trumpet of the Swan by E.B.White

The Witches by Roald Dahl

Professional Resources

Units of Study for Teaching Reading Grade 3 by Lucy Calkins with Colleagues from the Reading and Writing Project

- *A Guide to the Reading Workshop Intermediate Grades* by Lucy Calkins
- *Building A Reading Life, Grade 3, Unit 1* by Lucy Calkins and Kathleen Tolan

The Reading Strategies Book by Jennifer Serravallo

Scholastic Leveled Bookroom 4.0

Unit 2 Fiction: Relationship Between Character and Plot

Unit Overview

The purpose of this unit is to encourage young readers to think more deeply about the characters in the books they read. Third graders will continue to develop the narrative reading skills they started working on during the first unit. They will dig deeper to analyze characters by paying close attention to their internal and external traits, thoughts, habits, actions and words. Since there is an emphasis on reading closely, students will recognize that characters are complex; they behave differently in a variety of situations. Students will see that characters grow and change over time. They will also strive to understand what motivates certain characters. When students are asked to write about their reading, they will cite specific text evidence to support their ideas. Ideally, students will come away from a finished book having learned important life lessons from the character(s) they encountered. After exploring the character and plots, students will revisit these familiar texts through the lens of the theatre performance expectations to bring the stories to life in a guided drama experience.

Enduring Understandings

Readers will:

- Develop theories about characters as they read.
- Analyze the intricate relationship between character development and its impact on the plot.
- Identify, empathize and/or sympathize with characters based on their complex traits.
- Make predictions about how a character could solve problems they face in the story.
- Determine the theme of a story by interpreting the lessons learned.
- Use specific text evidence to support their theories about characters.
- Use their imaginations to plan a retelling performance for a portion of the story.
- Create the props, costumes and scenery for a performance.
- Reflect on their experience as a character in the skit and as a member of the audience.
- Gain an understanding that theatre artists rely on intuition, curiosity, and critical inquiry to make decisions in their performances and convey meaning in the theatrical work.

Assessments

Possible Ongoing Assessments
<ul style="list-style-type: none">• TCRWP Assessment for Independent Reading Levels• LinkIt! custom and benchmark assessments• Conferring Notes: daily observation of students' participation and conversation with partners• Teacher-student conferences (e.g. individual, small group, strategy group and guided reading)• Reading logs, reader's notebooks, writing about reading evidence (e.g. Post-its, journal entries, writing long about reading)
Suggested Reading Notebook Entries
<ul style="list-style-type: none">• Stop and jot on a Post-it.• Retell about the characters, setting, plot, problem/resolution.• Write long from a Post-it containing initial ideas.• Ask and answer questions.• Elaborate on a character's thoughts, actions, and dialogue.• Make predictions based on prior knowledge and current understanding of the story.

- Compose a double entry journal to:
 - Elaborate on the significance of the author’s point of view.
 - Identify the life lesson that the character learned and how that shaped the plot.
 - Examine a character’s thoughts, actions, and dialogue and their impact on the plot.
 - Compare components from the text with student thinking.
- React to different happenings within the story. (e.g. problem, resolution, character’s choices)

Standards (NJSLs) Addressed in this Unit

Reading Literature

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

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

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

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

Reading Informational Text

RI.3.6 Distinguish their own point of view from that of the author of a text.

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).

Reading Foundational Skills

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

Writing

W.3.2 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.3.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Production and Distribution of Writing

W.3.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

W.3.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.3.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Speaking & Listening

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

SL.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.

SL.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).

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

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

Language

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

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.3 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.

L.3.4 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.3.5 Demonstrate understanding of word relationships and nuances in word meanings.

L.3.6 Acquire and use accurately a range of 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.

Theatre

Creating

1.4.5.Cr1a: Create roles, imagined worlds and improvised stories in a drama/theatre work articulating the physical qualities of characters, visual details of imagined worlds, and given circumstances, of improvised stories in a drama/theatre work.

1.4.5.Cr1b: Imagine, articulate, and design ideas for costumes, props and sets that support the story, given circumstances, and characters in a drama/theatre work.

1.4.5.Cr1c: Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.

1.4.5.Cr2a: Devise original ideas for a drama/theatre work that reflect collective inquiry about characters, plots and their given circumstances.

1.4.5.Cr2b: Participate and identify defined responsibilities required to present a drama/theatre work informally to peers/audience and participate in the process.

1.4.5.Cr3a: Collaborate with peers to revise, refine, adapt and improve ideas to fit the given parameters of an improvised or scripted drama/theatre work through self and collaborative review.

1.4.5.Cr3b: Use and adapt sounds and movements in a guided drama experience.

1.4.5.Cr3c: Refine technical choices by creating innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work.

Performing

1.4.5.Pr4a: Participate in, propose, and practice a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.

1.4.5.Pr4b: Identify and utilize basic technical/design elements that can be used in drama/theatre work to demonstrate an understanding of the elements.

1.4.5.Pr5a: Describe and apply dramatic elements of dialogue, action, character emotion, and theme in the performance and/or creation of a drama/theatre work.

1.4.5.Pr5b: Physically and intellectually investigate how movement and vocal choices are incorporated and make meaning in drama/theatre work.

1.4.5.Pr6a: Practice drama/theatre work and share reflections individually and in small groups, and informally with an audience.

Responding

1.4.5.Re7a: Identify, explain and demonstrate an understanding of both artistic choices and personal reactions made in a drama/theatre work through participation and observation.

1.4.5.Re8a: Develop and implement a plan to evaluate drama/theatre work.

1.4.5.Re8c: Evaluate and analyze how a character's choices and character's circumstances impact an audience's perspective in a drama/theatre work.

1.4.5.Re9a: Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work and justify responses to drama/theatre work based on personal experience.

Computer Science and Design Thinking

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

8.2.5.ED.4: Explain factors that influence the development and function of products and systems (e.g., resources, criteria, desired features, constraints).

8.2.5.ED.5: Describe how specifications and limitations impact the engineering design process.

8.2.5.ED.6: Evaluate and test alternative solutions to a problem using the constraints and tradeoffs identified in the design process.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKSP6 Model integrity, ethical leadership and effective management.

CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively.

Interdisciplinary Connections

Comprehensive Health and Physical Education

2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Unit 2 Fiction: Relationship Between Character and Plot

Suggested Teaching Points

Unit 2/Bend 1: Getting to Know a Character as a Friend	
<i>Readers get to know characters by...</i>	<ul style="list-style-type: none">● Noticing what they think, say and do and how they affect other characters in the story.● Observing their internal and external traits and how they impact other characters and the plot.● Understanding that characters are dynamic and complex and possess a variety of traits.● Paying close attention to their behavioral patterns and how they change over time.● Connect the feelings of characters to feelings they have experienced.

Unit 2/Bend 2: Following a Character's Journey	
<i>Readers use skills and strategies while they read by...</i>	<ul style="list-style-type: none">● Generating ideas and forming theories about characters throughout the story.● Asking themselves, "What do you think about this character based on what you have read so far?"● Recording their ideas/theories about characters on Post-it notes.● Understanding the relationships between characters and formulating theories.● Analyzing characters' actions and how those actions affect the relationships with other characters.● Formulating theories about how relationships between characters contribute to the problem(s) and resolutions within the storyline.● Noticing how characters react to situations and predicting how they will react to an event based on what they already know.
<i>Readers walk in their characters' shoes by...</i>	<ul style="list-style-type: none">● Growing theories about characters by asking themselves, "Why?"● Using what they know about their characters to understand why they do something.● Thinking about how events are consequential and how choices made by one character affects others.● Considering how a character acted at the beginning of the story and the events that followed in order to make an inference.● Asking themselves, "What would I do if I were this character in this particular situation?"

Unit 2/Bend 3: Comparing and Contrasting Characters Across Books	
<i>Readers will grow and learn lessons alongside the characters in the books they read by...</i>	<ul style="list-style-type: none">● Comparing and contrasting characters to one another and to themselves.● Paying close attention to the problem each character faces and how they resolve their challenges.

	<ul style="list-style-type: none"> ● Noticing how each character reacts to a specific problem(s). ● Deciding if the reactions are the same or different between characters. ● Envisioning the story (making a movie in their minds) by: <ul style="list-style-type: none"> ○ jotting down notes. ○ acting out scenes. ● Discussing ideas about characters with a partner. ● Exploring a big question that has multiple answers. ● Agreeing or disagreeing with the author’s choices for the conclusion/outcome of the story.
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Unit 2/Bend 4: Bringing Characters to Life through the Theatre Lens
In this bend, the theatre performance expectations will serve as the leading standards. The following links will connect student learning objectives, suggested activities and assessments directly to those performance expectations.

Click [HERE](#) for a link to the Grades 3-5 Theatre document for student learning objectives, specific vocabulary, activities, and assessments for this bend. This document includes how each of the above are directly aligned to the performance expectations.

Click [HERE](#) for Explanations of the Performance Expectations for Grades 3-5 to gain an understanding of what each performance expectation means and an example.

Click [HERE](#) for the Grades 3-5 Theatre Rubric.

<p><i>Readers will bring their stories to life by...</i></p>	<ul style="list-style-type: none"> ● Revisiting the work they had done around character analysis earlier in the unit to help with making decisions about how to portray the character, including what the character will look and sound like. ● Deciding on roles for group members when engaging in discussions. ● Engaging in conversations with peers to make decisions on props, costumes, and scenery for the desired scene they will be bringing to life. ● Trying out different ways to express the characters’ feelings, motivations, etc. to collectively decide on what brings the characters’ inner thoughts to the experience. i.e. thinking about how the character moves, interacts with others, etc. ● Experimenting with different technology to enhance the theatrical production. ● Practicing and sharing about experience as performer and audience. ● Self-reflecting and providing feedback to peers to revise and improve the theatrical production. ● Making connections between the guided drama experience and the real world.
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Unit Specific Vocabulary

character traits, personality traits, physical traits, conflict, motivation, problem, solution, story mountain, events, setting, plot, life lessons, themes, point of view, first person, second person

Suggested Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product and learning environment.

Special Education Students

- Use preferential seating.
- Pre-teach vocabulary
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Build anchor charts on intrinsic and extrinsic characteristics with students and continually refer to them as you teach. Provide students with individual copies of anchor charts.
- Provide direct instruction and modeling on finding evidence and patterns of behavior.
- Provide graphic organizer for tracking characters' actions and their effects on others. Students will fill in blanks for example: The character is ____, evidence provided on page ____. Students may have three examples of a character trait.

- Provide scaffolded instruction on forming theories based on collected evidence.
- Provide anchor chart on making predictions and refer to throughout unit.
- Provide graphic organizer on collecting clues to form theories.
- Think aloud on why a character is acting or reacting. "I wonder why _____ is doing this? If it were me, I might _____ because _____."
- Provide opportunities for students to turn and talk. Provide students sentence starters and scaffolded questions.
- Provide direct, explicit instruction for strategies, skills and grammar, as needed.
- Include hands-on activities, such as role playing..
- Provide individual copies of books that will allow students to track characters' actions. Use highlighter tape to highlight and track character's actions.
- Use color-coded post-its to annotate for retaining comprehension.
- Incorporate differentiated reading techniques based on the 3rd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students with 504 Plans

- Use preferential seating.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Build anchor charts on intrinsic and extrinsic characteristics with students and continually refer to them as you teach.
- Provide direct instruction and modeling on finding evidence and patterns of behavior.
- Provide graphic organizer for tracking characters' actions and their effects on others. Students will fill in blanks for example: The character is ____, evidence provided on page ____.
- Provide scaffolded instruction on forming theories based on collected evidence.
- Provide anchor chart on making predictions and refer to throughout unit.
- Provide graphic organizer on collecting clues to form theories.
- Think aloud on why a character is acting or reacting. "I wonder why _____ is doing this? If it were me, I might _____ because _____."
- Provide opportunities for students to turn and talk.
- Provide direct, explicit instruction for strategies, skills and grammar, as needed.
- Include hands-on activities, such as playing Kahoot or Quizlet.
- Provide individual copies of books that will allow students to track characters' actions.
- Use post-its to annotate for retaining comprehension.

- Incorporate differentiated reading techniques based on the 3rd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students at Risk

- Use preferential seating.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Build anchor charts on intrinsic and extrinsic characteristics with students and continually refer to them as you teach.
- Provide direct instruction and modeling on finding evidence and patterns of behavior.
- Provide graphic organizer for tracking characters' actions and their effects on others.
- Provide direct instruction on character reflection.
- Provide scaffolded instruction on forming theories based on collected evidence.
- Provide anchor chart on making predictions and refer to throughout unit.
- Provide graphic organizer on collecting clues to form theories.
- Think-aloud on why a character is acting or reacting. "I wonder why _____ is doing this? If it were me, I might _____ because _____."
- Provide opportunities for students to turn and talk.
- Provide direct, explicit instruction for strategies, skills and grammar, as needed.
- Include hands-on activities, such as playing a ball throwing game to shout out character traits.
- Provide individual copies of books that will allow students to track characters' actions.
- Incorporate differentiated reading techniques based on the 3rd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Multilingual Learners

- Use preferential seating.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Build anchor charts on intrinsic and extrinsic characteristics with students and continually refer to them as you teach.
- Provide direct instruction and modeling on finding evidence and patterns of behavior.
- Provide graphic organizer for tracking characters' actions and their effects on others.
- Provide scaffolded instruction on forming theories based on collected evidence.
- Provide anchor chart on making predictions and refer to throughout unit.
- Provide graphic organizer on collecting clues to form theories.
- Think-aloud on why a character is acting or reacting. "I wonder why _____ is doing this? If it were me, I might _____ because _____."
- Provide opportunities for students to turn and talk.
- Provide direct, explicit instruction for strategies, skills and grammar, as needed.
- Include hands-on activities, such as using a whisper phone.
- Provide individual copies of books that will allow students to track characters' actions.
- Incorporate differentiated reading techniques based on the 3rd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Gifted and Talented

- Allow for independent study. (e.g. comparing characters' actions in other books in the series)
- Provide additional resources to develop and deepen levels of understanding.
- Provide opportunities for students to turn and talk.
- Use more advanced texts.

- Allow students to create Flipgrid oral presentations.
- Use higher-level questioning providing opportunities for critical and creative reading.
- Provide students with opportunities to expand upon character analysis using evidence and inference skills.
- Allow students to demonstrate mastery through a culminating project.

Social Emotional Learning Competencies

- **Self-Awareness**: ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Use of student/teacher specific praise regularly on student areas of strength and areas that have been improving.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management**: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break. Students are encouraged to use it to help refocus as needed.
 - Use of fidget toys as needed.
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Students becoming the “expert” helper to support others in their work.
 - Practicing active listening strategies when classmates are speaking.
 - Use of “I messages” when resolving conflicts.
- **Relationship Skills**: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
 - Use of “I messages” when resolving conflicts.
 - Use of active listening strategies, i.e. repeating what you heard your partner say when discussion conflicts.
- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

Suggested Mentor Texts

- *Muggie Maggie* by Beverly Cleary
- *The Hundred Dresses* by Eleanor Estes
- *Because of Winn Dixie* by Kate DiCamillo
- *Clementine's Letter* by Sara Pennypacker
- *Oliver Button Is a Sissy* by Tomie dePaola
- *William's Doll* by C. Zolotow
- *Dancing in the Wings* by D. Allen
- *My Name is Maria Isabel* by Alma Flor Ada
- *Olivia* by Ian Falconer
- *Amazing Grace* by M. Hoffman
- *Peter's Chair* by Ezra Jack Keats
- *Make Way for Dyamonde Daniel* by Nikki Grime
- *The Miraculous Journey of Edward Tulane* by Kate DiCamillo
- *Matilda* by Roald Dahl
- *A Different Pond* by Bao Phi
- *Isaiah Dunn Is My Hero* by Kelly J. Baptist
- *White Socks Only* by Evelyn Coleman
- [Storyworks Jr.](#)

Professional Resources

Units of Study for Teaching Reading Grade 3 by Lucy Calkins with Colleagues from the Reading and Writing Project

- *A Guide to the Reading Workshop Intermediate Grades* by Lucy Calkins
- *If...Then...Curriculum: Assessment-Based Instruction Grades 3-5* by Lucy Calkins with Colleagues from the Teachers College Reading and Writing Project
- *Reading Pathways: Performance Assessments and Learning Progressions Grades 3-5* by Lucy Calkins with Alexandra Marron and Colleagues from the Teachers College Reading and Writing Project

The Reading Strategies Book by Jennifer Serravallo

Scholastic Leveled Bookroom 4.0

Unit 3 Fiction: Mystery Genre Study

Unit Overview

The purpose of *Mystery Genre Study* is to excite and engage young readers. This high-interest genre will build stamina and increase the volume of books that students are reading. Students will be exposed to dynamic characters, fast-moving action, suspense-filled plots with intriguing clues. The “*What will happen next?/Who done it?*” quality, so specific to the mystery genre, will create a buzz about books, motivating students to keep wanting more from an author of a series. By reading multiple books in a series, students will see how stories progress from book to book. Readers will identify the various characteristics of the mystery genre using reading strategies they have already been developing. They will be encouraged to dig deeper and comprehend multiple texts within this genre. Students will use critical thinking and deductive reasoning skills to comprehend and solve mysteries.

Enduring Understandings

Readers will:

- Read closely to comprehend mystery texts deeply and with meaning.
- Explore books in a mystery series to grow ideas across texts about characters, settings, plotlines and the use of the author's craft.
- Employ different reading strategies to better understand the elements of the story in the mystery genre.
- Utilize genre-specific vocabulary to better understand and enjoy mystery books.
- Share thoughts and understandings of mystery stories as members of a reading and learning community.

Assessments

Possible Ongoing Assessments

- TCRWP Assessment for Independent Reading Levels
- LinkIt!
- Conferring Notes: daily observation of students' participation and conversation with partners
- Teacher-student conferences (e.g. individual, small group, strategy group and guided reading)
- Reading logs, reader's notebooks, writing about reading evidence (e.g. Post-its, journal entries, writing long about reading)

Suggested Reading Notebook Entries

- Stop and jot on a Post-it to:
 - Ask and answer questions.
 - Record notes. (e.g. problem, clues, evidence, suspects, red herrings, solutions, etc.)
 - React to and mark significant parts. (funny, scary, confusing, important, etc.)
- Take notes on important ideas.
- Make predictions and record outcomes.
 - Analyze clues and outcomes.
 - Examine character motivations behind actions, behavior, thoughts and words.
- Elaborating on the motivation behind crimes committed in a mystery.
- Analyzing character traits.
- Recording and interpreting details.

Standards (NJSLs) Addressed in this Unit

Reading Literature
<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.3 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>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>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>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g. in books from a series).</p>
Reading Informational Text
<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</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>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>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).</p>
Reading Foundational Skills
<p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p>
Writing
<p>W.3.3 Write narrative to develop real or imagined experiences or events using narrative technique, descriptive details and clear event sequences.</p>
Speaking & Listening
<p>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' idea and expressing their own clearly.</p> <ul style="list-style-type: none">C. Ask questions to check understanding or information presented, stay on topic, and link their comments to the remarks of others.D. Explain their own ideas and understanding in light of the discussion. <p>SL.3.3 Ask and answer questions about information from a speaker offering appropriate elaboration and detail.</p>
Language
<p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

L.3.3 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.

L.3.4 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.3.5 Demonstrate understanding of word relationships and nuances in word meanings.

L.3.6 Acquire and use accurately a range of 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.

Computer Science and Design Thinking

8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKSP6 Model integrity, ethical leadership and effective management.

CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively.

Interdisciplinary Connections

Comprehensive Health and Physical Education

2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.

Unit 3 Fiction: Mystery Genre Study

Suggested Teaching Points

Unit 3/Bend 1: Mystery Readers Read for Clues

Readers will deepen their understanding of the mystery genre by...

- Paying close attention to detail and monitoring for meaning.
- Acting like detectives by taking notes about characters and mystery elements. (e.g. clues, evidence, suspects, red herrings, etc.)
- Noting significant details.
- Identifying characters as suspects.
- Making intuitive predictions.
- Understanding how the characters feel and think based on the clues

	<p>in the story.</p> <ul style="list-style-type: none"> Understanding the character’s motivation behind their actions, behavior, thoughts and words. Using online resources to create timelines that outline events leading up to the crime. (e.g. Timeline/ReadWriteThink) Exploring ideas through game-playing.
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Unit 3/Bend 2: Reading Across Mysteries

<p><i>Readers will extend their understanding of the mystery genre by...</i></p>	<ul style="list-style-type: none"> Reading books from the same series as a means to compare and contrast. Conducting author studies and noting their unique craft moves. Identifying common themes across texts. Recognizing common patterns, themes, settings and plotlines and how they enhance a reader’s experience. Paying attention to key details. Rereading the text closely, multiple times, noting clues in order to develop thoughts and theories. Using software programs/apps to enrich ideas. (e.g. Develop a group mystery or “Who Done It? using <i>Comic Life</i> to highlight story elements.) Using interactive online resources to extend learning. (e.g. MysteryCube/ReadWriteThink)
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Unit 3/Bend 3: Mystery Readers Understand that Characters Often Learn Lessons in a Mystery

<p><i>Readers will deepen interpretation skills in the mystery genre by...</i></p>	<ul style="list-style-type: none"> Analyzing characters’ motivations, choices and emotions. Developing ideas about lessons learned by characters. Noticing the choices a character makes to keep the suspense building for the reader. Analyzing all of the facts and deciphering clues before drawing a final conclusion. Understanding key moments and turning points in a character’s journey. Noticing how characters react to different situations. Identifying motivating factors for individual characters. Explaining how the plot develops in a mystery.
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Unit Specific Vocabulary

detective, clues, solving, theories, evidence, pattern, alibi, suspect, gumshoe, red herring, sleuth, motive

Suggested Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

- Use preferential seating.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide direct instruction and scaffolding on note-taking, jotting and editing thoughts.
- Utilize a shared reading approach to highlight key details using a HoverCam/SmartBoard .
- Provide definitions and examples of new vocabulary. (e.g. suspects, suspiciously, sleuth)
- Provide graphic organizers and create anchor charts that model how to predict, recognize patterns and compare and contrast.
- Provide choices of leveled books in a series by multiple authors with predictability for students reading below grade level. Use this type of book to model for the entire class as a sample.
- Provide opportunities for students to turn and talk.
- Include hands-on activities.
- Incorporate differentiated reading techniques based on the 3rd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students with 504 Plans

- Use preferential seating.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide direct instruction and scaffolding on note-taking, jotting and editing thoughts.
- Utilize a shared reading approach to highlight key details using a HoverCam/SmartBoard .
- Provide definitions and examples of new vocabulary. (e.g. suspects, suspiciously, sleuth)
- Provide graphic organizers and create anchor charts that model how to predict, recognize patterns and compare and contrast.
- Provide choices of leveled books in a series by multiple authors.
- Provide opportunities for students to turn and talk.
- Include hands-on activities.
- Incorporate differentiated reading techniques based on the 3rd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students at Risk

- Use preferential seating.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide direct instruction and scaffolding on note-taking, sketch-notes, jotting and editing thoughts.
- Utilize a shared reading approach to highlight key details using a HoverCam/SmartBoard .
- Provide definitions and examples of new vocabulary. (e.g. suspects, suspiciously, sleuth)
- provide sentences with the vocabulary word and have them illustrate the sentence
- Provide graphic organizers and create anchor charts that model how to predict, recognize patterns and compare and contrast.
- Provide choices of leveled books in a series by multiple authors with predictability for students reading below grade level. Use this type of book to model for the entire class as a sample.
- Provide opportunities for students to turn and talk with the support of sentence starters.
- Include hands-on activities.
- Incorporate differentiated reading techniques based on the 3rd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Multilingual Learners

- Use preferential seating.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide direct instruction and scaffolding on note-taking, jotting and editing thoughts, sketch-notes
- Work in pairs or small groups to discuss clues and how they help with better understanding.
- Utilize a shared reading approach to highlight key details using a HoverCam/SmartBoard .
- Provide definitions and examples of new vocabulary. (e.g. suspects, suspiciously, sleuth)
- Provide the pictures to coincide with the words in sentences.
- Provide graphic organizers and create anchor charts that model how to predict, recognize patterns and compare and contrast.
- Provide choices of leveled books in a series by multiple authors.
- .
- Provide opportunities for students to turn and talk with sentence starters and/or scaffolded questions
- Include hands-on activities.
- Provide concise language
- Examples of text to self connections
- Incorporate differentiated reading techniques based on the 3rd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Gifted and Talented

- Allow for independent author studies.
- Provide opportunities for students to work with striving readers.
- Use more advanced texts.
- Use higher-level questioning providing opportunities for critical and creative reading.
- Allow students to demonstrate mastery through a culminating project.
- Incorporate differentiated reading techniques based on the 3rd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).
- Create own mystery based on a predictable series. Students will demonstrate understanding through mini-mystery such as Encyclopedia Brown and then present their own mystery to the class.

Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one's emotions and know one's strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Use of student/teacher specific praise regularly on student areas of strength and areas that have been improving.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one's emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break. Students are encouraged to use it to

help refocus as needed.

- Use of fidget toys as needed.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
 - Connections:
 - Students becoming the “expert” helper to support others in their work.
 - Practicing active listening strategies when classmates are speaking.
 - Use of “I messages” when resolving conflicts.
- **Relationship Skills:** refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
 - Use of “I messages” when resolving conflicts.
 - Use of active listening strategies, i.e. repeating what you heard your partner say when discussion conflicts.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

Suggested Mentor Texts

- *Boxcar Children* by Gertrude Chandler Warner
- *The 39 Clues series* by Rick Riordan
- *Nate the Great* by Marjorie W. Sharmat, Craig Sharmat, Mitchell Sharmat
- *Cam Jansen series* by David A. Adler
- *A to Z Mysteries* by Ron Roy
- *Encyclopedia Brown* by Donald Sobol
- *Clues in the Woods* by Peggy Parish
- *The Case of the Missing Monkey* by Cynthia Rylant
- *Nancy Drew and the Clue Crew series* by Carolyn Keene
- *Jigsaw Jones series* by James Preller
- *Who Waxed Mad Max?* by Gary L. Blackwood
- *Encyclopedia Brown: Boy Detective* by Donald J. Sobol
- *Calendar Club Mysteries* by Nancy Star
- *Sly the Sleuth Mysteries* by Donna Jo Napoli
- *Chasing Vermeer* by Blue Balliett

Professional Resources

Units of Study for Teaching Reading Grade 3 by Lucy Calkins with Colleagues from the Reading and Writing Project

- *A Guide to the Reading Workshop Intermediate Grades* by Lucy Calkins

- *Reading Pathways: Performance Assessments and Learning Progressions Grades 3-5* by Lucy Calkins with Alexandra Marron and Colleagues from the Teachers College Reading and Writing Project
- *If...Then...Curriculum: Assessment-Based Instruction Grades 3-5* by Lucy Calkins with Colleagues from the Teachers College Reading and Writing Project

The Reading Strategies Book by Jennifer Serravallo

Scholastic Leveled Bookroom 4.0

Unit 4 Nonfiction: Comprehending Informational Texts

Unit Overview

The purpose of this unit is for students to develop a rich reading life that includes nonfiction. By immersing themselves in the nonfiction genre, they will recognize how big ideas are supported by details. It will be important for students to identify and analyze new information, explain it in their own words and apply it to a new situation, often in writing. In this unit, students will read and learn by implementing higher order thinking skills. Students will be synthesizing information from multiple nonfiction sources. They will begin to think critically about nonfiction topics, especially when presented with information on the same topic written by different authors with differing points of view. Students will be asked to compare and contrast information across texts and formulate their own thoughtful ideas about nonfiction topics.

Enduring Understandings

Readers will:

- Read closely to learn about different nonfiction topics.
- Read with a critical eye by exploring multiple texts on the same topic written by different authors.
- Strengthen comprehension skills by applying specific reading strategies for nonfiction, informational texts.
- Utilize specific text features to scaffold reading comprehension.
- Identify main ideas and the detailed information that supports them.
- Compare and contrast the traits of expository and narrative nonfiction texts.

Assessments

Possible Ongoing Assessments

- [Nonfiction PreAssessment and PostAssessment](#) from Teacher's College.
- TCRWP Assessment for Independent Reading Levels
- LinkIt!
- Conferring Notes: daily observation of students' participation and conversation with partners
- Teacher-student conferences (e.g. individual, small group, strategy group and guided reading)
- Reading logs, reader's notebooks, writing about reading evidence (e.g. Post-its, journal entries, writing long about reading)

Suggested Reading Notebook Entries

- Stop and jot on a Post-it to:
 - Ask and answer questions.
 - Record and elaborate on facts.
 - Identify new vocabulary words and definitions.
- Summarize factual information using their own words.
- Create graphic organizers to manage facts and information.
- Analyze and interpret graphs, pictures, charts, diagrams and maps.
- Formulate opinions on the topic based upon new reading/learning.
- Compose double entry journal to:
 - Analyze facts and thoughts.
 - Create boxes and bullets.
- Synthesize new information to craft their own writing on a topic.

Standards (NJSL) Addressed in this Unit

Reading Literature
N/A
Reading Informational Text
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. RI.3.5 Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RI.3.6 Distinguish their own point of view from that of the author of a text. RI.3.7 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). 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). RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. 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.
Reading Foundational Skills
RF. 3.4 Read with sufficient accuracy and fluency to support comprehension.
Writing
W.3.2 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.3.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience W.3.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.3.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Speaking & Listening
SL.3.1 Ask and answer questions to demonstrate understanding of text, referring explicitly to the text as a basis for the answers. SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

Language

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

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.3 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.

L.3.4 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.3.5 Demonstrate understanding of word relationships and nuances in word meanings.

L.3.6 Acquire and use accurately a range of 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.

Computer Science and Design Thinking

8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKSP6 Model integrity, ethical leadership and effective management.

CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively.

Interdisciplinary Connections

Social Studies

6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

Unit 4 Nonfiction: Comprehending Informational Texts

Suggested Teaching Points

Unit 4/Bend 1: Determining Importance in Expository Texts

Readers look for structures within a nonfiction text by...

- Exploring why we read nonfiction and where we see it in the world around us.
- Identifying the traits of expository nonfiction.
- Noticing text features outside of the text and their roles in the organization of information. (e.g. table of contents, glossary, index)
- Noticing text features within the text and their roles in the organization of information. (e.g. diagrams, sidebars, bold and italicized words, captions)
- Using text features to skim the text and choosing to read parts of high interest.

Readers grasp main ideas in nonfiction texts by...

- Noticing repetitive vocabulary and discussing why those words are important to the topic.
- Using text features to ask questions while reading non-fiction.
- Reading the text closely and asking questions while doing so.
- Using wordless text features to make text-based inferences. (e.g. Look at photographs/illustrations and notice things that are not explicitly written in the text.)
- Paying attention to the order that information is presented in the text.

Unit 4/Bend 2: Lifting the Level of Thinking about Expository Texts

Readers will read for significance and approach nonfiction reading as a learner by...

- Identifying the main ideas and supporting details of a section.
 - Instructional Plan: Use boxes and bullets.
- Differentiating between facts that do and do not support the main idea.
 - Instructional Plan: Utilize Post-its.
- Identifying and understanding the author's point of view on a topic.
- Forming opinions on a topic based on a combination of text evidence and their own experiences.

Unit 4/Bend 3: Synthesizing and Growing Ideas in Narrative Nonfiction

Readers will use text structures to hold onto meaning in narrative nonfiction by...

- Drawing on what they know about fictional characters.
- Recognizing that most narrative nonfiction stories are either tales of achievement or tales of disaster.
- Recognizing patterns that exist in the genre.
- Understanding that stories in this genre are told for a reason. (When we uncover this reason, our understanding of the story takes on a whole new level.)
Students can wonder:
 - *Why was this story worth telling?*
 - *Why should it never be forgotten?*
 - *What lesson does it impart?*
 - *What example does it set?*
- Determining the importance of a unifying theme.
e.g. Readers of history pay attention to the difficult choices that were

	<p>made in another time period.</p> <ul style="list-style-type: none"> ○ It allows the voice of the oppressed to be heard. ○ It shows the necessity to fight for a right. ○ It demonstrates taking a risk by following a dream. ○ It challenges the government and other societal institutions. <ul style="list-style-type: none"> ● Engaging in discussions about how stories about the same event can be told from different perspectives and how that may impact the story. ● Thinking, “How will I live differently knowing that this happened in my world?” (We use the true stories that we read to serve as personal inspiration to be braver, stronger people.)
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Unit Specific Vocabulary

text features, title page, table of contents, titles, subtitles, sidebars, bullets, bold words, italicized words, highlighted features, vocabulary terms, maps, graphs, diagrams, photographs, icons, hyperlinks, insets, captions, text boxes, timelines, glossary, definitions, index, bibliography, citation, publisher, nonfiction, expository nonfiction, narrative nonfiction, biographies, magazines, websites

Suggested Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product and learning environment.

Special Education Students
<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels. ● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Provide individual anchor charts on text features, main idea, topic, and refer to them throughout the unit. ● Use HoverCam to model and highlight strategies for finding a topic. ● Provide direct instruction and student samples of text features and skimming. ● Provide students with their own copies of the nonfiction leveled texts that they can read independently to explore text features. ● Use highlighters to mark up text in materials when exploring text features. . ● Provide opportunities to differentiate questions for students to differentiate turn and talk using a scavenger hunt, “I’m looking for who can find...”. ● ● Provide graphic organizers for making an inference. ● Incorporate differentiated reading techniques based on the 3rd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).
Students with 504 Plans
<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels. ● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.

- Provide anchor charts on text features, main idea, topic, and refer to them throughout the unit.
- Use HoverCam to model and highlight strategies for finding a topic.
- Provide direct instruction of text features and skimming.
- Provide students with their own copies of the leveled texts that they can read independently. Provide opportunities to differentiate questions for students using a scavenger hunt, “I’m looking for who can find…”
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- Provide graphic organizers for understanding the structure of nonfiction materials..
- Incorporate differentiated reading techniques based on the 3rd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students at Risk

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide individual anchor charts on text features, main idea, topic, and refer to them throughout the unit.
- Use HoverCam to model and highlight strategies for finding a topic.
- Provide direct instruction of text features and skimming.
- Provide students with their own copies of the text that they can read independently to explore text features.
- Provide students with their own copies of leveled materials/books to mark up when exploring text features.
- Provide opportunities for students to turn and talk with specific focus and tasks.
- Provide opportunities to differentiate questions for students to differentiate turn and talk using a scavenger hunt, “I’m looking for who can find…”.
- Provide graphic organizers for understanding the structure of nonfiction.
- Incorporate differentiated reading techniques based on the 3rd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Multilingual Learners

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide anchor charts on text features, main idea, topic, and refer to them throughout the unit.
- Use HoverCam to model and highlight strategies for finding a topic.
- Provide direct instruction on text features and skimming.
- Provide students with their own leveled copies of the text that they can read independently and track plot.
- Provide opportunities for students to turn and talk with sentence starters.
- Provide individual graphic organizers with examples for students to reference as a model.
- Include pictorial representations.
- Allow handheld translator.
- Use audiobooks when possible.
- Allow more time for conferring.
- Incorporate differentiated reading techniques based on the 3rd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Gifted and Talented

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide students with their own copies of the text that they can read independently.
- Allow for independent study to accelerate learning based on learning progressions.
- Provide opportunities for students to turn and talk.
- Identify point of view and explain how it relates to the nonfiction text.
- Provide student opportunities to set their own agenda.
- Allow students to demonstrate mastery through a culminating project.
- Incorporate differentiated reading techniques based on the 3rd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one's emotions and know one's strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Use of student/teacher specific praise regularly on student areas of strength and areas that have been improving.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one's emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break. Students are encouraged to use it to help refocus as needed.
 - Use of fidget toys as needed.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
 - Connections:
 - Students becoming the "expert" helper to support others in their work.
 - Practicing active listening strategies when classmates are speaking.
 - Use of "I messages" when resolving conflicts.
- **Relationship Skills:** refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
 - Use of "I messages" when resolving conflicts.

- Use of active listening strategies, i.e. repeating what you heard your partner say when discussion conflicts.
 - **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

Suggested Mentor Texts

Ranger Rick

Zoobooks

Sports Illustrated

Seymour Simon Books

[*Koko's Kitten*](#) by Dr. Francine Patterson

[Newsela](#)

Owen & Mzee by Craig Hatkoff, Isabella Hatkoff, and Paul Kahumbu

A New View of the Solar System by D.A. Aguilar

Life in a Rotten Log by K. Atkinson

Inventions: Pop-up Models from the Drawings of Leonardo da Vinci by Jasper Barker

An Introduction to Insects by B. Bird & J. Short

Linnea's Windowsill Garden by C. Bjork & L. Anderson

Spotlight on Spiders by D. Clyne

Gorillas (Living in the Wild: Primates) by Lori McManus

The Weird and Wonderful Octopus by Anna Gratz

The Story of Ruby Bridges by Robert Coles

Cactus Hotel by Brenda Z. Guiberson

U.S. history nonfiction collection by Jean Fritz

Frogs and Toads by Bobbie Kalman

Professional Resources

Units of Study for Teaching Reading Grade 3 by Lucy Calkins with Colleagues from the Reading and Writing Project

- *A Guide to the Reading Workshop Intermediate Grades* by Lucy Calkins
- *Reading Pathways: Performance Assessments and Learning Progressions Grades 3-5* by Lucy Calkins with Alexandra Marron and Colleagues from the Teachers College Reading and Writing Project
- *Reading to Learn: Grasping Main Ideas and Text Structures Grade 3 Unit 2* by Lucy Calkins and Kathleen Tolan
- *If...Then...Curriculum: Assessment-Based Instruction Grade 3-5* by Lucy Calkins with Colleagues from the Teachers College Reading and Writing Project (pp. 20-30 and 54-73)

The Reading Strategies Book by Jennifer Serravallo

Scholastic Leveled Bookroom 4.0

Unit 5 Standardized Test Prep: Text Comprehension in a Variety of Genres

Unit Overview

The purpose of this unit is to prepare students for standardized tests in an online testing environment. They will identify and practice the skills necessary to successfully answer questions and write responses in a variety of ELA sections. Readers will apply comprehension skills and strategies that they have learned in previous units to respond to test questions. Practice texts will include many genres: fiction, expository and narrative nonfiction and poetry. Students will also practice interpreting different visuals: graphs, maps and charts. In addition to practicing close reading skills, students will explore the various questioning techniques used in standardized tests and how to extrapolate information from the text in order to answer those questions thoroughly. Students will build stamina by reading and writing complete answers to practice test questions. This work will also include citing specific text evidence from various passages and including explanations to support their thinking. Students will use a variety of graphic organizers to help them prewrite, form ideas and prepare answers to test questions.

Enduring Understandings

Readers will:

- Use close reading strategies to comprehend and answer test questions about texts in a variety of genres.
- Answer open-ended test questions using topic sentences and supporting them with text evidence and their thinking.
- Refer to the text in order to answer two-part, multiple choice questions.
- Understand the relationship between “Part A” & “Part B” questioning.
- Self-monitor testing behavior and time-management strategies.
- Build testing stamina by practicing in an online environment.

Assessments

Possible Ongoing Assessments
<ul style="list-style-type: none">● TCRWP Assessment for Independent Reading Levels● LinkIt!● Conferring Notes: daily observation of students' participation and conversation with partners● Teacher-student conferences (e.g. individual, small group, strategy group and guided reading)● Reading logs, reader's notebooks, writing about reading evidence (e.g. Post-its, journal entries, writing long about reading)
Possible Reading Notebook Entries
<ul style="list-style-type: none">● Stop and jot on a Post-it to:<ul style="list-style-type: none">○ Ask and answer questions.○ Record and elaborate on facts.○ Record new vocabulary and learn definitions.● Take notes on important ideas.● Use boxes and bullets to construct strong answers.● Create t-chart: <i>What Happened? What It Made Me Think...</i>● Create a five-sentence summary. (Retell across fingers.)● Write long by elaborating, inferring, interpreting, comparing and contrasting.

- Compose a double entry journal to:
 - Make predictions and record outcomes.
 - Analyze clues and outcomes.
 - Examine character motivations using their actions, behavior, thoughts and words.
- Record, interpret and explain details in a text.

Standards (NJSL) Addressed in this Unit

Reading Literature

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

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

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

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

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

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

Integration of Knowledge and Ideas

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

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

Range of Reading and Complexity of Text

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.

Reading Informational Text

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

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

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

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

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

RI.3.6 Distinguish their own point of view from that of the author of a text.

RI.3.7 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).

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).

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

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.

Reading Foundational Skills

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

- A. Identify and know the meaning of the most common prefixes and derivational suffixes.
- B. Decode words with common Latin suffixes.
- C. Decode multisyllable words.
- D. Read grade-appropriate irregularly spelled words.

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

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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.)

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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.

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.

Speaking & Listening

SL.3.1 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.3.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.3.4 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.3.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.3.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language

L.3.4 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.3.5 Demonstrate understanding of word relationships and nuances in word meanings.

L.3.6 Acquire and use accurately a range of 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.

Computer Science and Design Thinking

8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKSP6 Model integrity, ethical leadership and effective management.

CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively.

Interdisciplinary Connections

Mathematics

3.MD.B. Represent and Interpret Data

Unit 5 Standardized Test Prep: Text Comprehension in a Variety of Genres

Suggested Teaching Points

Unit 5/Bend 1: Preparing for Standardized Reading Tests

Readers will read closely and answer questions on standardized tests by...

- Reviewing and practicing specific strategies to read narrative and nonfiction test passages.
- Referring specifically to the text to answer two-part, multiple choice questions.
- Responding to open-ended questions with a topic sentence and specific text evidence.
- Applying known reading strategies that work for them.
- Maintaining their reading stamina.
- Relying on their strengths and working on their weaknesses as test takers in reading and writing.
- Applying close reading strategies and finding the main idea of a text.
- Synthesizing and analyzing text structures.
- Learning to question the text and infer.
- Making predictions about a text.

	<ul style="list-style-type: none"> ● Identifying an author’s purpose and/or point of view. ● Using text evidence and crafting statements. ● Reviewing text structures to deepen meaning. ● Reading and interpreting data in charts, graphs, etc. and incorporating its meaning to fully understand the passage. ● Reading and navigating in an online practice test environment. ● Managing themselves during a timed testing setting.
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Unit 5/Bend 2: Identifying Strategies for Answering Questions

<i>Readers will answer questions by...</i>	<ul style="list-style-type: none"> ● Using the RACE Strategy: Restate/Answer/Cite/Explain. ● Pre-reading and annotating texts. ● Citing and explaining specific text evidence. ● Including supporting details to demonstrate a deeper understanding of a text. ● Crafting sentences with specific language depending on the type of text, topic or genre. ● Writing an ending to finalize thinking. ● Practicing in an online testing environment.
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Unit 5/Bend 3: Identifying Strategies for Success on Standardized Tests

<i>Readers will be successful in completing a test by ...</i>	<ul style="list-style-type: none"> ● Pre-reading the open constructed response question. ● While reading, highlight information that will support the answer to the open constructed response question. ● Considering the amount of time provided to answer the given number of questions. ● Understanding how to use the tools provided for online testing. ● Practicing in an online testing environment using the strategies listed above.
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Unit Specific Vocabulary

expository nonfiction, narrative nonfiction, research, report, collection, information, glossary, terms, titles, subtitles, captions, diagrams, labels, insets/sidebars, bold and italicized type, font, chart, column, transition words, inference, main idea, passage, problem, section, selection, text features, theme, timeline, sequence, primary, evaluate, infer, support, prove, summarize, compare, contrast, predict, formulate and various text descriptors like, according to, demonstrates, best describes, mostly about

Suggested Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product and learning environment.

Special Education Students

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.
- Use HoverCam to identify and highlight key ideas.
- Provide opportunities to work in pairs or small groups.
- Provide explicit and direct instruction with examples on marking up the text.
- Breakdown the questions by chunking and asking, “What are they really looking for?” or “What do they want me to do?”
- Provide sample responses to text questions.
- Provide a formulaic way of identifying what the question is asking and how to identify textual evidence
- Provide guided notes on strategies for close reading.
- Provide leveled texts.
- Ensure students understand how to use extended time wisely.
- Provide paper copies for marking up when possible.
-
- Provide visuals such as audio and/or videoclips and multiple short stories.
- Allow students time to explore the tools provided for online testing, such as highlighting, answer eliminator, etc. and how to undo it.
- Incorporate differentiated reading techniques based on the 3rd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students with 504 Plans

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.
- Use HoverCam to identify and highlight key ideas.
- Provide opportunities to work in pairs or small groups.
- Provide explicit and direct instruction with examples on marking up the text.
- Breakdown the questions by chunking and asking, “What are they really looking for?” or “What do they want me to do?”
- Provide sample responses to text questions.
- Provide guided notes on strategies for close reading.
- Provide leveled texts.
- Provide paper copies for marking up when possible as a scaffold towards using the online tools.
- Provide visuals such as audio and/or videoclips and multiple short stories.
- Model use of tools and allow students time to explore them, such as answer eliminator, bookmarking, or highlighting text.
- Incorporate differentiated reading techniques based on the 3rd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students at Risk

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.
- Use HoverCam to identify and highlight key ideas.
- Provide opportunities to work in pairs or small groups.
- Provide explicit and direct instruction with examples on marking up the text.
- Breakdown the questions by chunking and asking, “What are they really looking for?” or “What do they want me to do?”

- Provide sample responses to text questions.
- Provide guided notes on strategies for close reading.
- Provide leveled texts.
- Provide paper copies for marking up when possible as a scaffold towards using the online tools.
- Provide visuals such as audio and/or videoclips and multiple short stories.
- Incorporate differentiated reading techniques based on the 3rd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).
- Allow students time to explore the tools provided for online testing, such as highlighting, answer eliminator, etc. and how to undo it.

Multilingual Learners

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.
- Use HoverCam to identify and highlight key ideas.
- Provide opportunities to work in pairs or small groups.
- Provide explicit and direct instruction with examples on marking up the text.
- Breakdown the questions by chunking and asking, “What are they really looking for?” or “What do they want me to do?”
- Provide sample responses to test questions.
- Provide guided notes on strategies for close reading and test taking strategies.
-
- Provide paper copies for marking up when possible as a scaffold towards using the online tools.
- Provide visuals such as audio and/or videoclips and multiple short stories.
- Incorporate differentiated reading techniques based on the 3rd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Gifted and Talented

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide students with their own copies of the text that they can read independently.
- Provide opportunities for students to turn and talk and explain why/how they answered and supported the questions.
- Provide student opportunities to set their own agenda.
- Incorporate differentiated reading techniques based on the 3rd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Use of student/teacher specific praise regularly on student areas of strength and areas that have been improving.

- Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
 - **Self-Management:** ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break. Students are encouraged to use it to help refocus as needed.
 - Use of fidget toys as needed.
 - **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Students becoming the “expert” helper to support others in their work.
 - Practicing active listening strategies when classmates are speaking.
 - Use of “I messages” when resolving conflicts.
 - **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
 - Use of “I messages” when resolving conflicts.
 - Use of active listening strategies, i.e. repeating what you heard your partner say when discussion conflicts.
 - **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

Suggested Mentor Texts

Mondo (nonfiction shared reading selections & text pairs)

[Newsela](#)

[ReadWorks.org](#)

[Storyworks Jr.](#)

A New View of the Solar System by David A. Aguilar

Life in a Rotten Log by Kathie Atkinson

Black Holes by H. Couper & N. Henbest

Bodies from the Ice: Melting Glaciers and the Recovery of the Past by J.M. Deem

Bugwise by P. Hickman

Frogs and Toads by Bobbie Kalman

Gorillas (Living in the Wild: Primates) by Lori McManus

The Weird and Wonderful Octopus by Anna Gratz

The Story of Ruby Bridges by Robert Coles

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- *Reading to Learn: Grasping Main Ideas and Text Structures Grade 3 Unit 2* by Lucy Calkins and Kathleen Tolan
- *Research Clubs: Elephants, Penguins, and Frogs, Oh My!* by Lucy Calkins and Kathleen Tolan
- *If...Then...Curriculum: Assessment-Based Instruction Grades 3-5* by Lucy Calkins with Colleagues from the Teachers College Reading and Writing Project

The Reading Strategies Book by Jennifer Serravallo

Lit Together (Tom Marshall) Passages for Test Prep

Scholastic Leveled Bookroom 4.0

Unit 6 Nonfiction: Reading in the Content Area

Unit Overview

The purpose of this unit is for readers to learn about a variety of nonfiction topics through research. Students will learn how to use the text as a teacher. This unit will expand on student understanding of nonfiction as a genre, allowing them to explore both expository and narrative styles. At this point in their reading lives, students should be asking themselves questions about the text: *How does the nonfiction information I am reading about fit with what I already know about the world? Is the author teaching me something new about this topic? How do text features help me comprehend new information?* Students will focus on identifying main ideas and the facts and details that support them. They will immerse themselves in multiple texts on the same nonfiction topic of interest. Students will synthesize facts and ideas presented by different authors by connecting parts to the whole. They will accomplish these goals mainly as independent readers and researchers, but will also rely on teacher and peer feedback to grow ideas.

Enduring Understandings

Readers will:

- Immerse themselves in the nonfiction genre by reading multiple texts about the same topic.
- Practice skills by employing strategies about reading nonfiction/informational texts in content areas.
- Identify main ideas and the facts and details that support them.
- Utilize strategies to help them comprehend both expository and narrative nonfiction texts.
- Rely on nonfiction text features to support comprehension of a topic.
- Grow ideas using teacher and peer feedback about a nonfiction topic.

Assessments

Possible Ongoing Assessments
<ul style="list-style-type: none">● TCRWP Assessment for Independent Reading Levels● LinkIt!● Conferring Notes: daily observation of students' participation and conversation with partners● Teacher-student conferences (e.g. individual, small group, strategy group and guided reading)● Reading logs, reader's notebooks, writing about reading evidence (e.g. Post-its, journal entries, writing long about reading)
Possible Reading Notebook Entries
<ul style="list-style-type: none">● Stop and jot on a Post-it.<ul style="list-style-type: none">○ Ask and answer questions.○ Record and elaborate on facts.○ Identify new vocabulary words and definitions.● Summarize factual information using their own words.● Create graphic organizers to manage facts and information.● Analyze and interpret graphs, pictures, charts, diagrams and maps.● Formulate opinions on the topic based upon new reading/learning.● Compose double entry journal to:<ul style="list-style-type: none">○ Analyze facts and thoughts.○ Create boxes and bullets.● Synthesize new information to craft their own writing on a topic.

Standards (NJSLs) Addressed in this Unit

Reading Literature
N/A
Reading Informational Text
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. RI.3.5 Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RI.3.6 Distinguish their own point of view from that of the author of a text. RI.3.7 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). 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). RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. 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.
Reading Foundational Skills
RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Identify and know the meaning of the most common prefixes and derivational suffixes. B. Decode words with common Latin suffixes. C. Decode multisyllable words. D. Read grade-appropriate irregularly spelled words. RF.3.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Writing
W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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.) W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 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.

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.

Speaking & Listening

SL.3.1 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.3.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.3.4 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.3.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.3.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language

L.3.4 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.3.5 Demonstrate understanding of word relationships and nuances in word meanings.

L.3.6 Acquire and use accurately a range of 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.

Computer Science and Design Thinking

8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKSP6 Model integrity, ethical leadership and effective management.

CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively.

Interdisciplinary Connections

Social Studies

6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.

Unit 6 Nonfiction: Reading in the Content Area

Suggested Teaching Points

Unit 6/Bend 1: Researching a Topic by Using Expository Text

Researchers will start learning about a topic by...	<ul style="list-style-type: none">● Immersing themselves in the nonfiction genre.● Identifying and utilizing nonfiction text features to gain information.● Reviewing and organizing their resources based on the complexity of the information.● Identifying main ideas and supporting them with facts and details.
Researchers will deepen their understanding of nonfiction by...	<ul style="list-style-type: none">● Reading and writing more about one topic.● Using text features to strengthen comprehension.● Reading a variety of texts with a fact-based lens to gather information and grow new ideas.● Recording facts and corresponding thoughts. (Ideas: Create a two-part Post-it with facts and thoughts about those facts. Read a fact and say, "That must mean..." and finish the sentence with a thought.)
Researchers will use a variety of structures to write about nonfiction topics by...	<ul style="list-style-type: none">● Creating boxes and bullets to organize the main idea and its supporting details.● Organizing a t-chart with facts on one side and thoughts on the other side.● Constructing a KWL chart (<i>What I Know/What I Wonder/What I Learned</i> chart) in their reader's notebooks.

Unit 6/Bend 2: Lifting the Level of Research by Diving Deeper into Expository Texts

Researchers will pursue nonfiction topics of interest by...	<ul style="list-style-type: none">● Utilizing text features to deepen comprehension.● Collaborating with partners to clarify ideas. Strategies:<ul style="list-style-type: none">○ Share boxes and bullets with a partner for feedback.○ State a part of an idea that is most confusing and using a partner's help to identify what needs to be researched more for clarification.○ Find a part of the reading that is tricky and asking a partner what strategy he/she would use to understand it better.● Comprehending the meaning of unknown words by using context clues.
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	<ul style="list-style-type: none"> ● Closely reading the first and last sentences of paragraphs to help clarify the most important ideas.
<p>Researchers will synthesize their ideas about nonfiction texts by...</p>	<ul style="list-style-type: none"> ● Writing long about their ideas using facts to clarify meaning. ● Strategizing plans for further reading. <p>Strategies:</p> <ul style="list-style-type: none"> ○ Use boxes and bullets to write strong paragraphs. ○ Reread writing and revise specific parts. (Once parts have been modified/strengthened, make a plan for further reading and research.) ○ Assimilate new ideas with an understanding of the world. ○ Deciding on what major category subjects belong to. (e.g. Ask: Are sharks part of fish, animals, the ocean or nature? How do my ideas deepen my understanding of the larger category?) ○ Pose new questions about the larger category and decide what materials might enhance learning. ○ Read new material with larger questions in mind, using the table of contents and index to find helpful terms. ○ Revise ideas from previous reading based on new reading about the larger category. <ul style="list-style-type: none"> ● Noticing and noting an author’s perspective or bias on a topic before developing their own perspective. ● Presenting their findings to peers.

Unit 6/Bend 3: Synthesizing and Growing Ideas in Narrative Nonfiction

<p>Researchers will dig deeper into a topic by...</p>	<ul style="list-style-type: none"> ● Comparing and contrasting narrative vs. expository traits. ● Identifying and defining tricky words that make some nonfiction reading feel more complex. ● Analyzing narrative nonfiction to help the reader focus on learning new information. ● Applying narrative nonfiction writing techniques that they notice as readers into their own writing. ● Identifying subtopics within the main topic. ● Reading about the same topic across several texts in order to synthesize information and grow ideas. ● Reviewing primary sources to compare and contrast information on the same event by multiple historians. ● Synthesizing information by rereading, recalling and elaborating.
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Unit 6/Bend 4: Learning to Apply the Knowledge Readers Develop Through Their Research

<p>Researchers will apply the knowledge of reading nonfiction by...</p>	<ul style="list-style-type: none"> ● Incorporating the narrative and expository craft moves of mentor authors into their own writing as it fits with their topic of study. ● Identifying main ideas and supporting them with text evidence. ● Creating and utilizing text features to present new information. ● Refining and expanding thoughts and ideas in order to present research to an audience.
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Unit Specific Vocabulary

text features, title page, table of contents, titles, subtitles, sidebar, bullets, bolded words, italicized words, highlighted features, vocabulary terms, maps, graphs, diagrams, photographs, icons, hyperlinks, insets, captions, text boxes, timelines, glossary, definitions, index, bibliography, publisher, nonfiction, narrative nonfiction, biographies, magazines, websites

Suggested Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product and learning environment.

Special Education Students

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.
- Provide individual anchor charts on text features, main idea, topic, and refer to them throughout the unit.
- Provide direct instruction and student samples of text features and skimming.
- Provide students with their own copies of the nonfiction leveled texts that they can read independently to explore text features.
- Use highlighters to mark up text in materials when exploring text features.
- Provide opportunities to differentiate questions for students to differentiate turn and talk using a scavenger hunt, "I'm looking for who can find..." Use HoverCam to identify, highlight and write bullet-style notes from a text.
- Provide opportunities to work in pairs or small groups.
- Provide a handout with strategies to find the main idea and important details.
- Provide direct instruction and scaffolding on revising and editing.
- Provide checklists on revising and editing.
- Provide folders and/or envelopes for storing information.
- Provide audiobooks with paper copies for marking up when possible.
- Provide visuals such as audio and/or videoclips and multiple short stories.
- Incorporate differentiated reading techniques based on the 3rd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students with 504 Plans

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.
- Use HoverCam to identify, highlight and write bullet-style notes from a text.
- Provide opportunities to work in pairs or small groups.
- Provide explicit and direct instruction on identifying the main idea and supporting details, using visuals when possible.
- Provide a handout with strategies to find the main idea and important details.

- Provide direct instruction and scaffolding on revising and editing.
- Provide checklists on revising and editing.
- Provide folders and/or envelopes for storing information.
- Provide audiobooks with paper copies for marking up when possible.
- Provide visuals such as audio and/or videoclips and multiple short stories.
- Incorporate differentiated reading techniques based on the 3rd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students at Risk

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.
- Use HoverCam to identify, highlight and write bullet-style notes from a text.
- Provide opportunities to work in pairs or small groups.
- Provide explicit and direct instruction on identifying the main idea and supporting details, using visuals when possible.
- Provide a handout with strategies to find the main idea and important details.
- Provide direct instruction and scaffolding on revising and editing.
- Provide students with their own leveled copies of the text that they can read independently and track plot.
- Provide opportunities for students to turn and talk with sentence starters.
- Provide individual graphic organizers with examples for students to reference as a model.
- Provide checklists on revising and editing.
- Provide folders and/or envelopes for storing information.
- Provide audiobooks with paper copies for marking up when possible. Provide visuals such as audio and/or videoclips and multiple short stories.
- Incorporate differentiated reading techniques based on the 3rd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Multilingual Learners

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.
- Allow for more conferring time.
- Allow for partner discussion and collaboration.
- Use HoverCam to identify, highlight and write bullet-style notes from a text.
- Provide opportunities to work in pairs or small groups.
- Provide explicit and direct instruction on identifying the main idea and supporting details, using visuals when possible.
- Provide a handout with strategies to find the main idea and important details.
- Provide direct instruction and scaffolding on revising and editing.
- Provide checklists on revising and editing.
- Provide folders and/or envelopes for storing information.
- Provide audiobooks with paper copies for marking up when possible.
- Provide visuals such as audio and/or videoclips and multiple short stories.
- Incorporate differentiated reading techniques based on the 3rd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Gifted and Talented

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Provide students with the time to include subtopics or connections in their research.
- Provide students with their own copies of the text that they can read independently.
- Provide opportunities for students to turn and talk.
- Provide student opportunities to set their own agenda.
- Allow students to demonstrate mastery through a culminating project.
- Incorporate differentiated reading techniques based on the 3rd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Use of student/teacher specific praise regularly on student areas of strength and areas that have been improving.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break. Students are encouraged to use it to help refocus as needed.
 - Use of fidget toys as needed.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Students becoming the “expert” helper to support others in their work.
 - Practicing active listening strategies when classmates are speaking.
 - Use of “I messages” when resolving conflicts.
- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
 - Use of “I messages” when resolving conflicts.
 - Use of active listening strategies, i.e. repeating what you heard your partner say when discussion conflicts.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions

- Connections:
 - Class rules
 - Class discussions
 - Following rules

Suggested Mentor Texts

Ranger Rick

Zoobooks

Sports Illustrated

Seymour Simon Books

[Newsela](#)

A New View of the Solar System by D.A. Aguilar

Life in a Rotten Log by K. Atkinson

An introduction to Insects by B. Bird & J. Short

Linnea's Windowsill Garden by C. Bjork & L. Anderson

Spotlight on Spiders by D. Clyne

Gorillas (Living in the Wild: Primates) by Lori McManus

The Weird and Wonderful Octopus by Anna Gratz

The Story of Ruby Bridges by Robert Coles

Cactus Hotel by Brenda Z. Guiberson

U.S. History nonfiction collection by Jean Fritz

Frogs and Toads by Bobbie Kalman

Professional Resources

Units of Study for Teaching Reading Grade 3 by Lucy Calkins with Colleagues from the Reading and Writing Project

- *A Guide to the Reading Workshop Intermediate Grades* by Lucy Calkins
- *Reading Pathways: Performance Assessments and Learning Progressions Grades 3-5* by Lucy Calkins with Alexandra Marron and Colleagues from the Teachers College Reading and Writing Project
- *Reading to Learn: Grasping Main Ideas and Text Structures Grade 3 Unit 2* by Lucy Calkins and Kathleen Tolan
- *If...Then...Curriculum: Assessment-Based Instruction Grades 3-5* by Lucy Calkins with Colleagues from the Teachers College Reading and Writing Project (pp. 20-30 and 54-73)

The Reading Strategies Book by Jennifer Serravallo

Scholastic Leveled Bookroom 4.0

Unit 7 Book Clubs: Series Books and Author Studies

Unit Overview

The purpose of *Book Clubs* is for readers to make generalizations across books in a series written by the same author. This unit is designed to support the reading of longer multi-chapter books, which builds stamina. Students will encounter familiar characters, settings and plotlines, book after book, which supports reading comprehension. They will draw on previously learned reading strategies and develop new ones in order to integrate what they know across texts. Students will use this information to comprehend, critique and make predictions. They will read closely, react to important parts and notice the progression that takes place in a series. Young readers will also learn how to contribute to book club discussions by being both active speakers and listeners. The practice of using accountable talk will improve fluency, comprehension and vocabulary development. Students will strive to follow book club rules and expectations and act as productive members of a reading and learning community.

Enduring Understandings

Readers will:

- Engage with multi-chapter books in a series by reading with stamina and focus.
- Notice and discuss generalizations and progressions across books in a series.
- Utilize reading strategies to comprehend and predict.
- Deepen their understanding of story elements through book club discussions.
- Identify and discuss main ideas and themes with peers to grow ideas.
- Strengthen their fluency, comprehension and vocabulary using a variety of accountable talk strategies.

Assessments

Possible Ongoing Assessments

- TCRWP Assessment for Independent Reading Levels
- LinkIt!
- Conferring Notes: daily observation of students' participation and conversation with partners
- Teacher-student conferences (e.g. individual, small group, strategy group and guided reading)
- Reading logs, reader's notebooks, writing about reading evidence (e.g. Post-its, journal entries, writing long about reading)

Suggested Reading Notebook Entries

- Stop and jot on a Post-it to:
 - Ask and answer questions.
 - Record and elaborate on facts.
 - Record new vocabulary and learn definitions.
- Determine main idea(s) and supporting details within the text.
- Summarize factual information in their own words.
- Create graphic organizers to manage facts and information.
- Formulate their own opinions on the topic based on new learning.
- Compose a double entry to:
 - Analyze facts and thoughts.
 - Create boxes and bullets.
- Synthesize new information to craft their own writing on the topic.

Standards (NJSLs) Addressed in this Unit

Reading Literature
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers RL.3.3 Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters. RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g. in books from a series).
Reading Informational Texts
N/A
Reading Foundational Skills
RF.3.4 Read with sufficient accuracy and fluency to support comprehension
Writing
W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. W.3.1.A Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Speaking & Listening
SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. SL.3.1.D Explain their own ideas and understanding in light of the discussion. SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail
Language
L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.3.3 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. L.3.4 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.3.5 Demonstrate understanding of word relationships and nuances in word meanings. L.3.6 Acquire and use accurately a range of 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.

Computer Science and Design Thinking

8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKSP6 Model integrity, ethical leadership and effective management.

CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively.

Interdisciplinary Connections

Comprehensive Health and Physical Education

2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.

Unit 7 Book Clubs: Series Books and Author Studies

Suggested Teaching Points

Unit 7/ Bend 1: Get Started with Book Clubs	
<i>Readers will learn how to engage in books clubs by...</i>	<ul style="list-style-type: none">● Establishing the rules and expectations of their book club.● Giving value to the voices and interests of other readers.● Appreciating the reading differences of others, especially when it comes to pace.● Selecting material based on level, genre, interest, author, series, etc.
<i>Readers will learn to track stories by...</i>	<ul style="list-style-type: none">● Interpreting the thoughts, feelings, moods, actions and dialogue of their characters.● Reading closely to keep track of the plot.● Monitoring their comprehension and rereading parts that seem confusing.● Formulating strong ideas and opinions.● Using accountable talk strategies with peers.

Unit 7/Bend 2: Understanding Author's Craft

Readers will become experts on author's craft by...

- Understanding literary language.
- Noticing and analyzing how authors paint images using words.
- Becoming a storyteller.
- Distinguishing their own point of view from the author's.
- Diving deeper into more complex texts.

Unit 7/ Bend 3: Let's Talk About Books!

Readers will focus on sharing ideas, opinions and their love of books by...

- Seeking out the best parts to share.
- Evaluating what makes a book worth sharing.
- Jotting down thoughts and ideas to share verbally with others.
- Learning to discuss and debate appropriately.

Unit Specific Vocabulary

setting, plot, summary, prediction, perspective, citation, character traits, personality, physical traits, climax, storyline, problem, solution, similarities, differences, discussion, sequel, narrator, antagonist, protagonist, comparison, genre, debate

Suggested Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product and learning environment.

Special Education Students

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.
- Provide handout(s) and display anchor chart on rules for book clubs.
- Provide graphic organizers to ensure independent comprehension..
- Provide audiobooks when possible.
- Provide definition and give examples of figurative language.
- Provide an individual anchor chart of visualizing the author's words.
- Provide role play and modeling of sharing, discussing and debating parts of a book.

- Incorporate differentiated reading techniques.

Students with 504 Plans

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.
- Provide handout(s) and display anchor chart on rules for book clubs.
- Provide graphic organizers to ensure independent comprehension..
- Provide audiobooks when possible.
- Define and give examples of literary language.

- Provide an individual anchor chart of visualizing the author’s words.
- Provide role play and modeling of sharing, discussing and debating parts of a book.
-
- Incorporate differentiated reading techniques.

Students at Risk

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.
- Provide handout(s) and display anchor chart on rules for book clubs.
- Provide graphic organizers for tracking characters.
- Provide books at their independent reading level. .
- Provide definition and give examples of figurative language.
- Provide an individual anchor chart of visualizing the author’s words.
- Provide role play and modeling of sharing, discussing and debating parts of a book.
- Incorporate differentiated reading techniques based on the 3rd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Multilingual Learners

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.
- Allow for more conferring time.
- Allow for paired discussions and collaboration.
- Provide handout(s) and display anchor chart on rules for book clubs.
- Provide graphic organizers for tracking characters.
- Give opportunities to record themselves reading and discussing books.
- Provide definition and give examples of figurative language.
- Provide anchor chart of visualizing the author’s words.
- Provide role play and modeling of sharing, discussing and debating parts of a book.
- Incorporate differentiated reading techniques.
- Incorporate differentiated reading techniques based on the 3rd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Gifted and Talented

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Offer advanced levels of questions about books.
- Provide opportunities for student to set goals.
- Allow peer mentoring and leading of group discussions.
- Provide students with their own copies of the text that they can read independently.
- Provide opportunities for students to turn and talk.
- Provide student opportunities to extend topics and create projects.
- Allow students to show an understanding of figurative language by locating examples in their books and explain how its meaning.

- Allow students to demonstrate mastery through a culminating project.
- Incorporate differentiated reading techniques based on the 3rd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Use of student/teacher specific praise regularly on student areas of strength and areas that have been improving.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break. Students are encouraged to use it to help refocus as needed.
 - Use of fidget toys as needed.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Students becoming the “expert” helper to support others in their work.
 - Practicing active listening strategies when classmates are speaking.
 - Use of “I messages” when resolving conflicts.
- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
 - Use of “I messages” when resolving conflicts.
 - Use of active listening strategies, i.e. repeating what you heard your partner say when discussion conflicts.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

[Diversity Mandate Read Aloud Lesson Plans](#)

Suggested Mentor Texts

Cam Jansen by David Adler
The Lemonade Wars by Jacqueline Davies
The Twits by Roald Dahl
Matilda by Roald Dahl
The Magic Finger by Roald Dahl
The Monster's Ring by Bruce Coville
Class Clown by Johanna Hurwitz
The Mouse and the Motorcycle by Beverly Cleary
Ralph S. Mouse by Beverly Cleary
Ramona the Brave by Beverly Cleary
Ramona the Pest by Beverly Cleary
Henry Huggins by Beverly Cleary
Socks by Beverly Cleary
Henry Huggins by Beverly Cleary
I Survived series by Lauren Tarshis
The Year of the Boar and Jackie Robinson by Bette Bao Lord
The Little House series by Laura Ingalls Wilder

Professional Resources

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- *A Guide to the Reading Workshop Intermediate Grades* by Lucy Calkins
- *Reading Pathways: Performance Assessments and Learning Progressions Grades 3-5* by Lucy Calkins with Alexandra Marron and Colleagues from the Teachers College Reading and Writing Project
- *If... Then... Curriculum: Assessment-Based Instruction Grades 3-5* by Lucy Calkins with Colleagues from the Teachers College Reading and Writing Project
- *Series Book Clubs Grade 2 Unit 4* by Lucy Calkins, Amanda Hartman and Colleagues from the Teachers College Reading and Writing Project

The Reading Strategies Book by Jennifer Serravallo
Scholastic Leveled Bookroom 4.0