# Grade 3
# Reading Curriculum

# Oradell Public School District
# Oradell, NJ

## 2024

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

**Grade 3 Reading Curriculum Committee Credits:**

Melissa Pizza, Grade 3 Teacher
Roberta Kenyon, Grade 2 Teacher
Jennifer Hook, Grade 2 Teacher
Kristin Terzano, Intervention Teacher
Amy Brancato, Assistant Principal, Grades K-3
Lorri-Anne Cummings, Director of Curriculum and Instruction

## Board Policy

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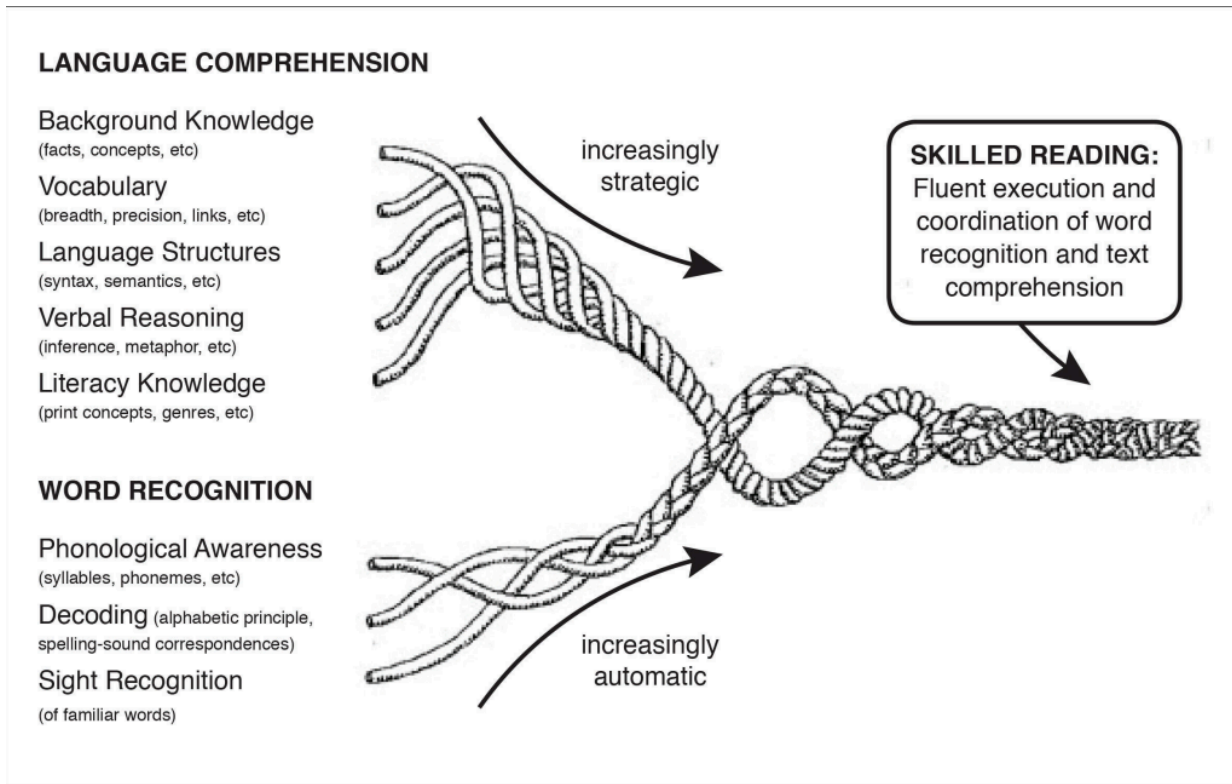
# Affirmative Action

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.

Megan Bozios, Superintendent

Michelle Hawley, Principal

## 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. The curriculum includes explicit instruction in language arts content through read alouds and vocabulary instruction that build background knowledge and schema. The units are built using research based strategies that promote literacy behaviors and skills that contribute to strategic thinking, reading, and writing. We have based the creation of this curriculum on the components of Scarborough's Rope, pictured below. Students need both strong language comprehension paired with word recognition to develop skilled reading (NJ Dyslexia Handbook, p. 20).

**LANGUAGE COMPREHENSION**

Background Knowledge
(facts, concepts, etc)

Vocabulary
(breadth, precision, links, etc)

Language Structures
(syntax, semantics, etc)

Verbal Reasoning
(inference, metaphor, etc)

Literacy Knowledge
(print concepts, genres, etc)

**WORD RECOGNITION**

Phonological Awareness
(syllables, phonemes, etc)

Decoding (alphabetic principle,
spelling-sound correspondences)

Sight Recognition
(of familiar words)

increasingly
strategic

**SKILLED READING:**
Fluent execution and
coordination of word
recognition and text
comprehension

increasingly
automatic

# 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 mini lesson. 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 mini lesson 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 mini lesson. During the link portion of the minilesson, the teacher reminds students about the strategies they can use while they are reading.

## Reading Aloud

At Oradell Public School, we value the importance of reading aloud as a time 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. The read-alouds in our curriculum are carefully chosen in order to expose students to topics that will develop their knowledge more deeply. These mentor texts find their way into many lessons as the year unfolds and serve as a model for student self-discovery within their own texts.

## Interactive Read-Aloud

An interactive read-aloud consists 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:
- 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

## Independent Reading and Book Clubs

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.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.

Through book clubs, readers will raise the level of conversation about literature. Students will recognize that readers have different viewpoints, and they will defend their claims with reasons and evidence. Students will use everything they know about characters to dig deeper and develop the theme and its complexity. Students will begin to write and think analytically as they interpret literature within their book clubs to link ideas and build larger theories about texts.

Accountable talk is a strategy that supports students' academic language development through discussion by giving students key phrases they can use when learning skills such as explaining, agreeing, disagreeing, and justifying.

Teachers conduct the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in grades K-5 three times a year to gather benchmark data. Teachers use this data to develop targeted small group and individual instruction. In addition, grades 2-6 teachers will use a homegrown reading assessment to gather more information about the student as a reader to best support continued growth on their trajectory of reading.

## 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. For example, teachers may gather a group of students based on similar noticings on formative assessments. Students will practice working on a targeted skill with scaffolded supports as needed.

## 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.

# 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.)

## 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 mini lesson 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, the 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)

Teachers 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.

**Phonological and Phonemic Awareness for Kindergarten and Grade 1**

**Heggerty Phonological and Phonemic Awareness**
Teachers in grades K-1 use Heggerty to teach phonological and/or phonemic awareness skills daily including Rhyme, Phoneme Isolation, Blending, Segmenting, and Manipulation.  Students will also practice 2-3 early literacy skills, including building alphabet knowledge, language awareness, and phoneme-grapheme connections. Teachers implement Heggerty as an oral and auditory warm-up to phonics instruction.  Explicit phonemic awareness instruction provides a foundation for students to anchor their reading and writing skills during phonics instruction.

**Phonics Resource for Primary Grades**
Oradell Public School is implementing the Wilson Fundations program in our K-3 classrooms.Teachers will use the Fundations materials during their literacy block to build students' phonics/vocabulary skills. Through Fundations, 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 4-6 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 learn Tier 2 and Tier 3 words through read alouds and have opportunities to engage in authentic practice with the words to gain a deeper understanding and application in their writing. 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 a blend of an explicit and inquiry-based approach.  With this in mind, we incorporated a grammar skills continuum created by Patty McGee of grammar and mechanics skills that will be taught at each grade level. The continuum suggests mini lessons that include a gradual release model of immersion, focus area, and transfer.

## 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 both the Science of Reading and the work of Jennifer Serravallo and Patty McGee. Please see the "Professional References" section for specific books used. Additionally, 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 modules with corresponding WALT statements (We are learning to/that) that serve as teaching points or learning objectives.  A module is the section of each unit that groups particular teaching points. A WALT statement addresses both the skill and strategy that will be practiced in a given reading or writing block followed with a "by" which indicates how the objective is to be met. The WALT statements  in the curriculum are directly connected to the standards. There are often a variety of ways to achieve the WALT statement which is meant as a menu of options and are chosen based on assessment and student data.

**Modifications**

The modifications section at the end of each bend is meant to help guide the differentiation of the units for students with IEPs, English Language 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

# Professional References

Fountas, I. & Pinnell, G.S. (2016). *The Fountas & Pinnell Literacy Continuum, Expanded Edition: A Tool for Assessment, Planning, and Teaching, PreK-8.* Portsmouth, NH: Heinemann.

Ludwig VanVanDerwater, Amy. (2017). *Poems are Teachers: How Studying Poetry Strengthens Writing in All Genres.* Portsmouth, NH: Heinemann.

McGee, Patti (2020). Grammar Study: Micro-Workshop.New Rochelle, NY:Benchmark Education Company

Serravallo, J. (2023). The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers 1st Edition, Portsmouth, NH: Heinemann.

Serravallo, J. (2017). Writing Strategies Book: Your Everything Guide to Developing Skilled Writers. Portsmouth, NH: Heinemann.

Tomlinson, C. A. (August, 2000). *Differentiation of Instruction in the Elementary Grades.* ERIC Digest. ERIC Clearinghouse on Elementary and Early Childhood Education.

# Oradell Public School District

## Suggested Pacing Guide for Reading & Writing Units
## Grade 3

| Unit | Approximate Months | Reading Unit | Writing Unit | Grammar Skills |
|------|--------------------|--------------|--------------|----------------|
| 1 | September - November | Understanding Story Elements to Dig into Fiction Reading | Writers Notebooks as a Playground | Combine simple sentences into compound sentences |
| 2 | December - January | Nonfiction: Comprehending Informational Texts | Nonfiction Books on Ancient Civilizations | Use prepositional phrases to build sentences |
| 3 | February - March | Fiction: Digging Deeper: Fables, Folktales, and Myths | Literary Essay | Using nouns, verbs, and adverbs appropriately |
| 4 | April-June | Nonfiction in a Content Area | Realistic Fiction | Use punctuation marks appropriately |

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

# Grade 3 Reading Curriculum

| Unit 1: [Understanding Story Elements to Dig into Fiction Reading](#) (Sept.-November) |
|---|
| **Unit Overview** <br> Get ready to begin an exciting year of reading! The main focus of this unit is to establish the routines of good reading, including mini-lessons, independent reading time, conferring, the role of reader's notebooks and book logs, read-alouds, shared reading, strategy groups, partner conversations, and more. These routines set the tone for everything else that will follow this year in the reading lives of third-grade students, empowering them with pride in their reading. Additionally, this unit aims to build a community of learners who grow together through their shared love of books. Students will learn strategies to monitor their comprehension, apply fix-up strategies when necessary, and develop stamina, accuracy, and fluency with increasingly complex texts across various genres. They will engage in discussions with partners about their books and strive to become avid lifelong readers. <br><br> Furthermore, the purpose of this unit is to deepen young readers' understanding of the characters in the books they read. Third graders will continue honing their narrative reading skills by analyzing characters' internal and external traits, thoughts, habits, actions, and words. Emphasizing close reading, students will discover the characters' complexity and development over time. They will strive to understand the motivations driving characters' behavior and will cite specific text evidence when writing about their reading. Ultimately, students will glean important life lessons from the characters they encounter in books. |
| **Standards Addressed in this Unit** |
| **Language Domain: Foundation Skills Reading** |
| *Phonics and Word Recognition* <br> L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. <br>     A.  Identify and know the meaning of the most common prefixes and derivational suffixes. <br>     B.  Decode words with common Latin suffixes. <br>     C.  Decode multisyllable words. <br>     D.  Read grade-appropriate irregularly spelled words. <br>     E.  Analyze the parts of high-frequency words that are regular and the parts that are irregular. <br> *Fluency* <br> L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension. <br>     A.  Read grade-level text with purpose and understanding. |

B. Read grade-level text orally with accuracy, appropriate rate, and expression.

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## Language Domain: Foundations Skills Writing

*Spelling*

L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.

A. Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).

B. Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.

C. Identify language of word origin, as noted in dictionaries.

D. Spell singular and plural possessives (teacher's; teachers')

F. Spell regular two- and three-syllable words

G. Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.

*Sentence Composition (Grammar, Syntax, and Punctuation)*

L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.

A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.

B. Capitalize appropriate words in titles.

C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.

D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.

E. Use appropriate pronouns with clear referents.

F. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).

L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.

      B.   Choose words and phrases for effect.

      C.   Recognize and observe differences between the conventions of spoken and written English.

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

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

      D.Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

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

      A.   Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

      B.   Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

      C.   Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

## Reading Domain

RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).
RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.
RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RI.AA.3.7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
RL.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).
RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters.

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

## Writing Domain

W.NW.3.3. A. Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence.

## Speaking and Listening Domain

SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
   A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
   B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
   C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
   D. Explain their own ideas and understanding in light of the discussion.
SL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.PI.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL.UM.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

## Computer Science and Design Thinking

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

| Assessment | |
|---|---|
| **Benchmark** | DIBELS assessments administered beginning, middle, and end of year to all students. Students scoring strategic will be progress monitored as part of Tier II |

|  | OPS Reading Assessment administered beginning, middle, and end of year to all students.<br>Students not meeting expectations for text complexity, fluency, **and/o**r comprehension will be progress monitored as part of Tier II<br><br>Linkit! Benchmark Assessment |
|---|---|
| **Possible Ongoing Assessments** | Teacher Observation<br>Student Participation<br>Notebook Entries<br>Running Records<br>Conferring Notes |
| **Possible Notebook Entries** | ● Stop and jot on a Post-it.<br>● Write long from a Post-it containing initial ideas.<br>● Retell about the characters, setting, plot, problem/resolution.<br>● Elaborate on a character's thoughts, actions, and dialogue.<br>● Make predictions based on prior knowledge and current understanding of the story.<br>● Compose a double entry journal to:<br>　○ Elaborate on the significance of the author's point of view.<br>　○ Identify the life lesson that the character learned and how that shaped the plot.<br>　○ Examine a character's thoughts, actions, and dialogue and their impact on the plot.<br>　○ Compare components from the text with student thinking.<br>● React to different happenings within the story. (e.g. problem, resolution, character's choices) |

| **Materials/Resources** ||
|---|---|
| **Suggested Read Aloud Texts** | **Additional Resources** |
| **Texts for Teaching Point**<br>*Bigmama's* by Donald Crews<br>*Fireflies!* by Julie Brinckloe<br>*The Paperboy* by Dav Pilkey | Fundations: Unit 1 Weeks 1-2, Unit 2 Weeks 1-3, Unit 3 Week 1, Unit 4 Weeks 1-2<br><br>*Wilson Fundations Scope and Sequence* |

| | |
|---|---|
| *Peter's Chair* by E.J. Keats<br>*Shortcut* by Donald Crew<br>**Read Aloud Texts for Comprehension**<br>*Charlotte's Web* by E.B. White<br>*How to Be a Perfect Person in Just 3 Days* by Stephen Manes<br>*Because of Winn-Dixie* by Kate DiCamillo<br>*Stone Fox* by John Reynold Gardiner<br>*The Trumpet of the Swan* by E.B.White<br>*The Witches* by Roald Dahl<br>*Amazing Grace* by M. Hoffman<br>*The Hundred Dresses* by Eleanor Estes<br>*A Different Pond* by Bao Phi<br>*Isaiah Dunn Is My Hero* by Kelly J. Baptist<br>*White Socks Only* by Evelyn Coleman<br>**SEL Read Aloud**<br>The Day You Begin Jaqueline Woodson | UFLI Foundations Toolbox<br><br>**Enrichment for Word Study**<br>Choose words for Grade 3 from THIS list. |

| | |
|---|---|
| **Module 1: Establishing a Reading Life**<br>Refer to Goals 2 and 4 in *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers* by Serravallo, J. (2023) to support this module. | |
| **Learning Goal/Objective**<br><br>**We are learning to/that . . .** | **Suggested Learning Activities**<br><br>**. . . by engaging in this task** |
| WALT engage effectively in a range of collaborative discussions | by<br><ul><li>Understanding the structures and expectations of the workshop model. (e.g. schedule, book selection process, student role, teacher role, etc.) (lessons 2.2, 2.3, 2.4)</li><li>Identifying "just right" books and reading over a duration of time. (lesson 2.14, 2.15)</li><li>Self-monitoring comprehension by asking:</li></ul> |

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| | ○ *Can I read most of the words on the page?*<br>○ *Do I understand what is happening in the story?*<br>○ *What fix-up strategies will I use if I feel confused? (lessons 2.18, 2.19, 2.20)*<br>● Altering voice and tone to match the story. (lessons 4.16, 4.17, 4.18)<br>   ○ Trying out various vocal choices and thinking about how they help the reader understand the characters better. (Lesson 4.19, 4.20, 4.21, 4.22)<br>● Maintaining a record of books using a reading log.<br>● Discussing and sharing ideas with partners.<br>● Making text-to-self, text-to-text and text-to-world connections. |

**Module 2: Understanding Story Elements**
Refer to Goal 5: Comprehending Plot and Setting in *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers* by Serravallo, J. (2023) to support this module. (5.6, 5.7, 5.8, , 5.12, 5.14. 5.15, 5.16, 5.17, 5.18)

| Learning Goal/Objective<br><br>We are learning to/that . . . | Suggested Learning Activities<br><br>. . . by engaging in this task |
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| WALT ask and answer questions and make relevant connections to demonstrate understanding of a literary text | by<br>● referring explicitly to textual evidence as the basis for the answers. (5.6, 5.7, 5.8) |
| WALT use features of fiction text to better understand a story | by<br>● referring to parts of stories, dramas, and poems.<br>● describing how each successive part builds on earlier sections.<br>● Identifying and describing story elements.<br>● Taking clues from the text as they read by retelling the story across fingers. |

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| | • Retelling the story in a cohesive manner that shows plot progression.<br>• Asking questions to check for understanding.<br>• Making predictions using clues from characters, setting, plot, etc. (5.12, 5.14, 5.15, 5.16, 5.17, 5.18) |
| WALT 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) | by<br>• visualizing and inferring to recognize and understand the parts of the story. (5.4, 5.5, 5.6) |
| WALT recount in oral and written form key details from a text and explain how they support the theme and describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text | by:<br>• synthesizing to retell a story in sequence using the story elements.<br>• determining the importance of retelling a story and identifying characters, their problems, and how they are solved.<br>• Connect ideas across the text and identify a character's main problem, determining the most important events connected to it.<br>• Keeping the title and noting how events connect back to the title.<br>(5.8, 5.9, 5.10, 5.12, 5.19, 5.23) |

| Module 3: Digging Deeper into Characters<br>Refer to Goals 5 and 6: Comprehending Characters In *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers* by Serravallo, J. (2023) to support this module. | |
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| **Learning Goal/Objective**<br><br>**We are learning to/that . . .** | **Suggested Learning Activities**<br><br>**. . . by engaging in this task** |

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| WALT describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text | by<br>● Noticing what characters think, say, and do and how they affect other characters in the story.<br>● Observing characters' internal and external traits and how they impact other characters and the plot.<br>● Paying close attention to the behavioral patterns of characters and how they change over time.<br>(5.14, 5.15, 5.17, 5.20, 5.22, 6.5, 6.9, 6.10, 6.11) |
| WALT distinguish our own point of view from that of the narrator or those of the characters | by<br>● Growing theories about characters by asking themselves, "Why?"<br>● Using what they know about their characters to understand why they do something.<br>● Asking themselves, "What would I do if I were this character in this particular situation?"<br>(Lessons 6.12, 6.13, 6.14) |
| WALT compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series) | by<br>● Comparing and contrasting characters to one another and themselves.<br>● Paying close attention to the problem each character faces and how they resolve their challenges.<br>● Noticing how each character reacts to a specific problem(s).<br>● Deciding if the reactions are the same or different between characters.<br>● Agreeing or disagreeing with the author's choices for the conclusion/outcome of the story.<br>(Lessons 6.18, 6.19, 6.23* may need modification) |

**Module 4: Bringing Characters to Life through a Theatre Lens**
Refer to Storyworks plays to support this module.

| Learning Goal/Objective<br><br>We are learning to/that . . . | Suggested Learning Activities<br><br>. . . by engaging in this task |
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| WALT tell a story, with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and add visual displays when appropriate to emphasize or enhance certain facts or details | by<br>● engaging in a guided drama experience where the stories are brought to life through theatre. |
| WALT utilize and reference features of a text when writing or speaking about a text | by<br>● referring to parts of a drama<br>● using terms such as chapter, scene, and stanza<br>● Describing how each successive part builds on earlier sections. |

| Modifications<br>*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.* | |
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| **Students with IEPs** | ● Use various methods to understand a student's learning style: observation, surveys, conferring<br>● Refer to the student's IEP for goals and modifications.<br>● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.<br>● Model book selection process.<br>● Model productive and engaging partner talk.<br>● Provide direct instruction for completing a reading log.<br>● Build anchor charts with students and continually refer to them as you teach.<br>● Provide students with their own copies of the text that they can read independently and use to retell.<br>● Provide opportunities for students to turn and talk.<br>● Use modeling, role playing and cuing. |

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| | ● Provide graphic organizers for text connections.<br>● Model fluency, intonation, and inflection during guided reading and poetry lessons..<br>● Provide direct, explicit instruction using Wilson Fundations lessons.<br>● Incorporate differentiated reading techniques, such as tiered assignment and flexible groupings. |
| **Students with 504s** | ● Use various methods to understand a student's learning style: observation, surveys, conferring<br>● Refer to the student's 504 plan for goals and modifications.<br>● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.<br>● Model book selection process.<br>● Model productive and engaging partner talk.<br>● Provide direct instruction for completing a reading log.<br>● Build anchor charts with students and continually refer to them as you teach.<br>● Provide students with their own copies of the text that they can read independently and use to retell.<br>● Provide opportunities for students to turn and talk.<br>● Use modeling, role playing and cuing.<br>● Provide graphic organizers for text connections.<br>● Model fluency, intonation, and inflection during guided reading and poetry lessons..<br>● Provide direct, explicit instruction using Wilson Fundations lessons.<br>● Incorporate differentiated reading techniques, such as tiered assignment and flexible groupings. |
| **Students at Risk** | ● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.<br>● Model book selection process.<br>● Model productive and engaging partner talk.<br>● Provide direct instruction for completing a reading log.<br>● Build anchor charts with students and continually refer to them as you teach.<br>● Provide students with their own copies of the text that they can read independently and use to retell.<br>● Provide opportunities for students to turn and talk.<br>● Use modeling, role playing and cuing.<br>● Provide graphic organizers for text connections.<br>● Model fluency, intonation, and inflection during guided reading and poetry lessons. |

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| | ● Decode and write tricky words by using the Sonday System<br>● Provide direct, explicit instruction using Wilson Fundations, Sonday, UFLI Foundations lessons. |
| **Talented and Gifted** | ● Use various methods to understand a student's learning style: observation, conferring<br>● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.<br>● Provide students with their own copies of the text that they can read independently.<br>● Provide opportunities for students to turn and talk.<br>● Provide student opportunities to set their own agenda.<br>● Allow students to demonstrate mastery through a culminating project.<br>● Allow for independent study to accelerate learning based on learning progressions.<br>● Incorporate differentiated reading techniques, such as choice boards.<br>● Student creates and sets literacy goals |
| **Multilingual Learners** | ● Use various methods to understand a student's learning style: observation, surveys, conferring<br>● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.<br>● Model book selection process.<br>● Model productive and engaging partner talk.<br>● Provide direct instruction for completing a reading log.<br>● Build anchor charts with students and continually refer to them as you teach.<br>● Provide students with their own copies of the text that they can read independently and use five finger retell.<br>● Provide opportunities for students to turn and talk.<br>● Provide audio books when available.<br>● Use modeling, role playing, and cuing.<br>● Provide graphic organizers for text connections.<br>● Model fluency, intonation, and inflection during guided reading and poetry lessons..<br>● Provide direct, explicit instruction using Wilson Fundations lessons.<br>● Incorporate differentiated reading techniques, such as tiered assignment and flexible groupings. |

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| **Diversity Mandate Lesson Plans** |

*The Day You Begin* by Jaqueline Woodson

**Unit 2: Nonfiction: Comprehending Informational Texts (Dec-Jan)**

**Unit Overview**

The purpose of this unit is for students to develop a robust reading life enriched by nonfiction. Through immersion in the nonfiction genre, students will learn to identify how central ideas are supported by details. They will cultivate the ability to analyze new information, articulate it in their own words, and apply it to new contexts, often through written expression.

Throughout this unit, students will engage in higher-order thinking skills, synthesizing information gleaned from multiple nonfiction sources. They will critically evaluate nonfiction topics, particularly when confronted with diverse perspectives from different authors. Students will compare and contrast information across texts, fostering their capacity to formulate independent and considered opinions on nonfiction subjects.

In the final module, students will be immersed in nonfiction texts in ancient civilizations, including ancient Asian, Roman, and Greek civilizations and apply this knowledge to the next unit when they are immersed in fables, folktales, and myths from diverse cultures.

## Standards Addressed in this Unit

### Language Domain: Foundation Skills Reading

*Phonics and Word Recognition*

L.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.
   E. Analyze the parts of high-frequency words that are regular and the parts that are irregular.

*Fluency*

L.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 text orally with accuracy, appropriate rate, and expression.
   C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### Language Domain: Foundations Skills Writing

*Spelling*

L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.

        B. Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.

        C. Identify language of word origin, as noted in dictionaries.

        D. Spell singular and plural possessives (teacher's; teachers')

        E. Change y to i (cried) in words with suffixes, when required

        F.  Spell regular two- and three-syllable words

        G. Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.

*Sentence Composition (Grammar, Syntax, and Punctuation)*

L.KL.3.1.A Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.

L.VL.3.2.A Use sentence-level context as a clue to the meaning of a word or phrase.

## Reading Domain

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

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

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

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

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

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

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

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

## Writing Domain

W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.

W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.

## Speaking and Listening Domain

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

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- D. Explain their own ideas and understanding in light of the discussion.

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

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

## 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 |
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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 |
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**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.


| Assessment | |
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| **Benchmark** | DIBELS assessments administered beginning, middle, and end of year to all students. <br> Students scoring strategic will be progress monitored as part of Tier II |

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| | [OPS Reading Assessment](#) administered beginning, middle, and end of year to all students. |
| | Students not  meeting expectations for text complexity, fluency, **and/o**r comprehension will be progress monitored as part of Tier II |
| | Linkit! Benchmark Assessment |
| **Possible Ongoing Assessments** | Teacher Observation |
| | Student Participation |
| | Notebook Entries |
| | Running Records |
| | Conferring Notes |
| **Possible Notebook Entries** | <ul><li>Stop and jot on a Post-it to:<ul><li>Ask and answer questions.</li><li>Record and elaborate on facts.</li><li>Identify new vocabulary words and definitions.</li></ul></li><li>Summarize factual information using their own words.</li><li>Create graphic organizers to manage facts and information.</li></ul> |

| Materials/Resources | |
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| **Suggested Read Aloud Texts** | **Additional Resources** |
| **Texts for Teaching Point**<br>[Newsela](#)<br>*Ranger Rick*<br>*Zoobooks*<br>*Sports Illustrated* | Fundations: Unit 5  Weeks 1-2, Unit 6 Weeks 1-3, Bonus Weeks 1-2, Unit 7 Weeks 1-2<br><br>*[Wilson Fundations Scope and Sequence](#)* |

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| Seymour Simon Books<br><br>**Read Aloud Texts for Comprehension**<br>*Koko's Kitten* by Dr. Francine Patterson<br>*The Story of Ruby Bridges* by Robert Coles<br>Ancient China Mel Friedman<br>Pythagoras and the Ratios Julie Ellis<br><br>**SEL Read Aloud**<br>I Talk Like A River Jordan Scott | UFLI Foundations Toolbox<br><br>**Enrichment for Word Study**<br>Choose words for Grade 3 from THIS list. |

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| **Module 1: Determining the Importance Nonfiction Texts**<br>Refer to Goals 8, 10 in *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers* by Serravallo, J. (2023) to support this module. | |
| **Learning Goal/Objective**<br><br>**We are learning to/that . . .** | **Suggested Learning Activities**<br><br>**. . . by engaging in this task** |
| WALT use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). | ● Identifying the traits of expository nonfiction.<br>● Noticing text features outside of the text and their roles in the organization of information.<br>(e.g. table of contents, glossary, index) |

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| | - Noticing text features within the text and their roles in the organization of information. (e.g. diagrams, sidebars, bold and italicized words, captions)<br>- Using text features to skim the text and choosing to read parts of high interest. (lessons 10.4-10.19) |
| WALT ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers. | by<br>- Using text features to ask questions while reading non-fiction.<br>- Reading the text closely and asking questions while doing so.<br>- 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.) (Lessons 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9. 8.10, 8.11) |
| WALT recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea. | by<br>- Identifying the main ideas and supporting details of a section.<br>  - Instructional Plan: Use boxes and bullets.<br>- Differentiating between facts that do and do not support the main idea.<br>  - Instructional Plan: Utilize Post-its.<br>(Lessons 9.7, 9.8, 9.9, 9.10, 9.11, 9.12, 9.13 |
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**Module 2: Lifting the Level of Thinking about Expository Texts**

Refer to Goal 9 in *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers* by Serravallo, J. (2023) to support this module.

| Learning Goal/Objective<br><br>**We are learning to/that . . .** | Suggested Learning Activities<br><br>**. . . by engaging in this task** |
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| WALT distinguish their own point of view from that of the author of a text.<br>WALT describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.<br>WALT compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic. | by:<br>- categorizing to compare information in the text<br>- finding related information in multiple texts and identifying consistent and contradictory information<br>- summarizing multiple paragraphs and providing an explanation<br><br>(Lessons 9.14, 9.15. 9.16) |

| Module 3: Synthesizing and Growing Ideas in a Variety of Nonfiction |
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| Refer to Goal in *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers* by Serravallo, J. (2023) to support this module. |

| Learning Goal/Objective<br><br>**We are learning to/that . . .** | Suggested Learning Activities<br><br>**. . . by engaging in this task** |
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| WALT 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 | by<br>- closely analyzing timelines, side bar, graphs, and tables to determine and synthesize important information.<br>(lessons 10.20, 10.21, 10.2210.25, 10.26, 10.28) |

| Module 4: Engaging in Discussions around Ancient Greece | |
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| Refer to Goal in *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers* by Serravallo, J. (2023) to support this module. | |

| Learning Goal/Objective<br><br>We are learning to/that . . . | Suggested Learning Activities<br><br>. . . by engaging in this task |
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| WALT explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion | by<br>● asking questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.<br>● explaining their own ideas and understanding in light of the discussion.<br>(lessons 13.2, 13.3, 13.4, 13.5, 13.6) |

| Modifications | |
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| *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.* | |
| Students with IEPs | ● Use various methods to understand a student's learning style: observation, surveys, conferring<br>● Refer to the student's IEP for goals and modifications.<br>● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.<br>● Model book selection process.<br>● Model productive and engaging partner talk.<br>● Provide direct instruction for completing a reading log.<br>● Build anchor charts with students and continually refer to them as you teach.<br>● Provide students with their own copies of the text that they can read independently and use to retell. |

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| | ● Provide opportunities for students to turn and talk.<br>● Use modeling, role playing and cuing.<br>● Provide graphic organizers for text connections.<br>● Model fluency, intonation, and inflection during guided reading and poetry lessons..<br>● Provide direct, explicit instruction using Wilson Fundations lessons.<br>● Incorporate differentiated reading techniques, such as tiered assignment and flexible groupings. |
| **Students with 504s** | ● Use various methods to understand a student's learning style: observation, surveys, conferring<br>● Refer to the student's 504 plan for goals and modifications.<br>● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.<br>● Model book selection process.<br>● Model productive and engaging partner talk.<br>● Provide direct instruction for completing a reading log.<br>● Build anchor charts with students and continually refer to them as you teach.<br>● Provide students with their own copies of the text that they can read independently and use to retell.<br>● Provide opportunities for students to turn and talk.<br>● Use modeling, role playing and cuing.<br>● Provide graphic organizers for text connections.<br>● Model fluency, intonation, and inflection during guided reading and poetry lessons..<br>● Provide direct, explicit instruction using Wilson Fundations lessons.<br>● Incorporate differentiated reading techniques, such as tiered assignment and flexible groupings. |
| **Students at Risk** | ● Use various methods to understand a student's learning style: observation, surveys, conferring<br>● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.<br>● Model book selection process.<br>● Model productive and engaging partner talk.<br>● Provide direct instruction for completing a reading log.<br>● Build anchor charts with students and continually refer to them as you teach.<br>● Provide students with their own copies of the text that they can read independently and use to retell.<br>● Provide opportunities for students to turn and talk. |

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| | <ul><li>Use modeling, role playing and cuing.</li><li>Provide graphic organizers for text connections.</li><li>Model fluency, intonation, and inflection during guided reading and poetry lessons.</li><li>Decode and write tricky words by using the Sonday System</li><li>Provide direct, explicit instruction using Wilson Fundations, Sonday, UFLI Foundations lessons.</li></ul> |
| **Talented and Gifted** | <ul><li>Use various methods to understand a student's learning style: observation, conferring</li><li>Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.</li><li>Provide students with their own copies of the text that they can read independently.</li><li>Provide opportunities for students to turn and talk.</li><li>Provide student opportunities to set their own agenda.</li><li>Allow students to demonstrate mastery through a culminating project.</li><li>Allow for independent study to accelerate learning based on learning progressions.</li><li>Incorporate differentiated reading techniques, such as choice boards.</li><li>Student creates and sets literacy goals</li></ul> |
| **Multilingual Learners** | <ul><li>Use various methods to understand a student's learning style: observation, surveys, conferring</li><li>Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.</li><li>Model book selection process.</li><li>Model productive and engaging partner talk.</li><li>Provide direct instruction for completing a reading log.</li><li>Build anchor charts with students and continually refer to them as you teach.</li><li>Provide students with their own copies of the text that they can read independently and use five finger retell.</li><li>Provide opportunities for students to turn and talk.</li><li>Provide audio books when available.</li><li>Use modeling, role playing, and cuing.</li><li>Provide graphic organizers for text connections.</li><li>Model fluency, intonation, and inflection during guided reading and poetry lessons..</li><li>Provide direct, explicit instruction using Wilson Fundations lessons.</li><li>Incorporate differentiated reading techniques, such as tiered assignment and flexible groupings.</li></ul> |

# Unit 3: Fiction: Digging Deeper: Fables, Folktales, and Myths (Feb-March)

**Unit Overview**

In this unit students are exposed to the rich world of traditional storytelling across cultures and civilizations. This unit explores three main genres of fiction: fables, folktales, and myths, each offering unique insights into human values, cultural practices, and imaginative storytelling.

By the end of the unit, students develop a deeper appreciation for storytelling traditions worldwide, gain insights into moral and ethical principles, and strengthen their literacy skills through engaging with diverse genres of fiction. This exploration not only fosters cultural awareness but also encourages empathy and critical thinking as students navigate the complexities of human experiences through the lens of timeless narratives.

**Standards Addressed in this Unit**

**Language Domain: Foundation Skills Reading**

*Phonics and Word Recognition*

L.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.

    E. Analyze the parts of high-frequency words that are regular and the parts that are irregular.

*Fluency*

L.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 text orally with accuracy, appropriate rate, and expression.
    C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Language Domain: Foundations Skills Writing**

*Spelling*

L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.

    A.   Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).

    B.   Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.

    C.   Identify language of word origin, as noted in dictionaries.

    F.  Spell regular two- and three-syllable words that:

    G. Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.

    H.Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.

*Sentence Composition (Grammar, Syntax, and Punctuation)*

L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.

    A.   Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.

    B.   Capitalize appropriate words in titles.

    D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.

    E. Use appropriate pronouns with clear referents.

    F. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).

    G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.

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

    A.   Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

    B.   Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

    C.   Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

| Reading Domain |
|---|
| RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers. |
| RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures). |
| RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text. |
| RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. |
| RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters. |
| RL.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series). |
| RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers. |
| RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea. |
| RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. |
| RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently. |
| RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
| RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic. |

| Writing Domain |
| --- |

W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

    A.   Identify audience, purpose, and intended length of composition before writing.

    B.   Consider writing as a process, including self-evaluation, revision and editing.

    C.   With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.

W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.

W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.

W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

| Speaking and Listening Domain |
| --- |

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

    A.   Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
    B.   Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
    C.   Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
    D.   Explain their own ideas and understanding in light of the discussion.

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

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

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

## 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.
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.
**Mathematics**
3.MD.B. Represent and Interpret Data

| Assessment | |
|---|---|
| **Benchmark** | DIBELS assessments administered beginning, middle, and end of year to all students.<br>Students scoring strategic will be progress monitored as part of Tier II<br><br>OPS Reading Assessment administered beginning, middle, and end of year to all students.<br>Students not  meeting expectations for text complexity, fluency, **and/o**r comprehension will be progress monitored as part of Tier II<br><br>Linkit! Benchmark Assessment |
| **Possible Ongoing Assessments** | Teacher Observation<br>Student Participation<br>Notebook Entries<br>Running Records<br>Conferring Notes |
| **Possible Notebook Entries** | Character Traits<br>Choose a character from a fable or myth.<br>List three traits that describe the character and provide examples from the story.<br>Example:<br><br>● Character: Tortoise<br>● Traits: Patient, determined, humble<br><br>Personal Connections<br><br>Write about a time when you learned a lesson similar to the one in a fable or myth.<br><br>Example:<br><br>● "I learned to be patient when I was practicing for the school play. At first, I was not very good, but I kept practicing every day, and in the end, I did well." |

Compare/Contrast

Compare a fable to a myth in terms of characters, setting, and plot.

Write a few sentences about the similarities and differences.

Mythical Creature Profile

- Choose a mythical creature from a myth.
- Draw a picture of the creature and write a description of its appearance, powers, and the role it plays in the myth.
- Example:
    - Creature: Pegasus
    - Description: A beautiful white horse with wings, known for its ability to fly.

| Materials/Resources | |
|---|---|
| **Suggested Read Aloud Texts** | **Additional Resources** |
| **Texts for Teaching Point** | Fundations: Unit 8  Weeks 1-3, Unit 9 Weeks 1-3, Unit 10 Weeks 1-3 |
| **Read Aloud Texts for Comprehension** | *Wilson Fundations Scope and Sequence*<br>UFLI Foundations Toolbox<br>Newsela- Mythology articles<br>CommonLit - Fables |
| **SEL Read Aloud**<br>The Gold Cadillac by Mildred D. Taylor | **Enrichment for Word Study**<br>Choose words  for Grade 3 from THIS list. |

| Module 1: Understanding Characters and Story Elements in Fables and Folktales | |
|---|---|
| Refer to Goals 6 and 7 in *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers* by Serravallo, J. (2023) to support this module. | |
| **Learning Goal/Objective**<br><br>**We are learning to/that . . .** | **Suggested Learning Activities**<br><br>**. . . by engaging in this task** |
| WALT recount key details from a text and explain how they support the theme in fables and folktales. | by<br>● Labeling a theme as a concept or idea.<br>● Distinguishing between plot events and themes<br>● Finding a story's theme by focusing on character<br>(lessons 7.11, 7.12, 7.13) |
| WALT describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text. | by<br>● Thinking about the moral of a story and making real world connections<br>● Making inferences about characters from their actions and giving advice to them.<br>● Recognizing lessons that characters learn and understanding explicitly stated morals.<br>● Making connections across texts about learned lessons /morals<br>● Considering lasts words when we determine the theme<br>(lessons 7.1, 7.2, 7.4, 7.7, 7.8, 7.19) |

| Module 2: What is a Myth? | |
|---|---|
| Refer to Goal 6 in *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers* by Serravallo, J. (2023) to support this module. | |
| **Learning Goal/Objective** | **Suggested Learning Activities** |

| We are learning to/that . . . | . . . by engaging in this task |
|---|---|
| WALT ask and answer questions to understand the characteristics of myths | by<br>• recognizing that characters' actions and feelings contribute to the sequence of the story.<br>(lessons 6.9) |
| WALT describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a myth | by<br>• analyzing character relationships and how they impact the storyline.<br>• finding patterns in characters' actions<br>(lessons 6.10, 6.11, 6.22, 6.25*) *modify |
| WALT utilize and reference features of a text when speaking about a myth and describe how each successive part builds on earlier sections | by<br>• identifying symbols and motifs that connect to the theme<br>• drawing from a symbol bank to interpret meaning and recognize how it can change the meaning of the story.<br>• finding symbolism in the setting and understanding how it aligns to the theme of the story.<br>• connecting texts to analyze the theme.<br>(lessons 7.22, 7.23, 7.24) |
| WALT distinguish their own point of view from that of the narrator or those of the characters. | by<br>• paying close attention to the narration and dialogue<br>• Identify the point of view the author chose and how it impacts the story<br>(Lessons 6.2 and 6.23) |

**Module 3: Connecting What We Know about Ancient Civilizations to Understand Myths from Diverse Cultures**
Refer to *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers* by Serravallo, J. (2023) to support this

| | module. |
|---|---|

| Learning Goal/Objective<br><br>We are learning to/that . . . | Suggested Learning Activities<br><br>. . . by engaging in this task |
|---|---|
| WALT compare and contrast the elements of informational texts to determine the important points and key details presented in multiple texts on the same topic. | by<br>● Finding one main idea that threads through multiple books<br>● Consider how the main ideas in each text differ<br>● Collect information by jotting notes from multiple texts to add information.<br>● Organize information into categories to compare<br>(Lessons 8.20, 9.9, 9.14) |
| WALT recount in oral and written form key details from a text and explain how they support the theme in myths from diverse cultures | by<br>● analyzing the development of ideas with details<br>● taking notes to remember key details<br>● Lessons 13.2, 13.4, 13.5) |

| Module 4: Practicing All We Know in a Testing Environment<br>Refer to Grade 3 ELA practice tests in NJ Assessment Resource Center-Practice Tests and Linkit! Practice Tests to support this module. ||
|---|---|
| Learning Goal/Objective<br><br>We are learning to/that . . . | Suggested Learning Activities<br><br>. . . by engaging in this task |
| WALT apply reading strategies for fiction | by<br>● Reading grade level texts with purpose and understanding.<br>● Quoting accurately from a text<br>● Determining a theme of a story, drama, or poem using details |

| | from the text |
|---|---|
| | <ul><li>Comparing and contrasting two or more characters and events</li><li>Comprehending literature including stories, dramas, and poetry.</li><li>Thinking how authors use reasoning and evidence to support a particular point in a text</li><li>Summarizing a written text</li><li>Determining a genre and setting a purpose for reading.</li><li>Identifying the conflict or character struggle</li><li>Understanding character perspective</li><li>Creating a mind-movie and thinking about the connection between how a character acts and their inner thoughts to gain a deeper understanding of the character.</li></ul> |
| WALT apply reading strategies for non-fiction by | by<ul><li>Drawing on information from multiple print or digital sources.</li><li>Demonstrating the ability to locate an answer within a text.</li><li>Explaining how the author uses reasoning and evidence to support particular points.</li><li>Synthesizing main idea across text.</li><li>Summarizing the text.</li><li>Using text features to support thinking.</li><li>Understanding how text features contribute to the overall meaning.</li><li>Identifying the text structure and thinking about how it contributes to the overall meaning.</li><li>Thinking about what the text is mostly about.</li></ul> |

| 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.* | |
| **Students with IEPs** | <ul><li>Use various methods to understand a student's learning style: observation, surveys, conferring</li><li>Refer to the student's IEP for goals and modifications.</li><li>Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.</li><li>Model book selection process.</li><li>Model productive and engaging partner talk.</li><li>Provide direct instruction for completing a reading log.</li><li>Build anchor charts with students and continually refer to them as you teach.</li><li>Provide students with their own copies of the text that they can read independently and use to retell.</li><li>Provide opportunities for students to turn and talk.</li><li>Use modeling, role playing and cuing.</li><li>Provide graphic organizers for text connections.</li><li>Model fluency, intonation, and inflection during guided reading and poetry lessons..</li><li>Provide direct, explicit instruction using Wilson Fundations lessons.</li><li>Incorporate differentiated reading techniques, such as tiered assignment and flexible groupings.</li></ul> |
| **Students with 504s** | <ul><li>Use various methods to understand a student's learning style: observation, surveys, conferring</li><li>Refer to the student's 504 plan for goals and modifications.</li><li>Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.</li><li>Model book selection process.</li><li>Model productive and engaging partner talk.</li><li>Provide direct instruction for completing a reading log.</li><li>Build anchor charts with students and continually refer to them as you teach.</li><li>Provide students with their own copies of the text that they can read independently and use to retell.</li><li>Provide opportunities for students to turn and talk.</li><li>Use modeling, role playing and cuing.</li><li>Provide graphic organizers for text connections.</li></ul> |

| | |
|---|---|
| | <ul><li>Model fluency, intonation, and inflection during guided reading and poetry lessons..</li><li>Provide direct, explicit instruction using Wilson Fundations lessons.</li><li>Incorporate differentiated reading techniques, such as tiered assignment and flexible groupings.</li></ul> |
| **Students at Risk** | <ul><li>Use various methods to understand a student's learning style: observation, surveys, conferring</li><li>Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.</li><li>Model book selection process.</li><li>Model productive and engaging partner talk.</li><li>Provide direct instruction for completing a reading log.</li><li>Build anchor charts with students and continually refer to them as you teach.</li><li>Provide students with their own copies of the text that they can read independently and use to retell.</li><li>Provide opportunities for students to turn and talk.</li><li>Use modeling, role playing and cuing.</li><li>Provide graphic organizers for text connections.</li><li>Model fluency, intonation, and inflection during guided reading and poetry lessons.</li><li>Decode and write tricky words by using the Sonday System</li><li>Provide direct, explicit instruction using Wilson Fundations, Sonday, UFLI Foundations lessons.</li></ul> |
| **Talented and Gifted** | <ul><li>Use various methods to understand a student's learning style: observation, conferring</li><li>Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.</li><li>Provide students with their own copies of the text that they can read independently.</li><li>Provide opportunities for students to turn and talk.</li><li>Provide student opportunities to set their own agenda.</li><li>Allow students to demonstrate mastery through a culminating project.</li><li>Allow for independent study to accelerate learning based on learning progressions.</li><li>Incorporate differentiated reading techniques, such as choice boards.</li><li>Student creates and sets literacy goals</li></ul> |
| **Multilingual Learners** | <ul><li>Use various methods to understand a student's learning style: observation, surveys, conferring</li></ul> |

|  | <ul><li>Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.</li><li>Model book selection process.</li><li>Model productive and engaging partner talk.</li><li>Provide direct instruction for completing a reading log.</li><li>Build anchor charts with students and continually refer to them as you teach.</li><li>Provide students with their own copies of the text that they can read independently and use five finger retell.</li><li>Provide opportunities for students to turn and talk.</li><li>Provide audio books when available.</li><li>Use modeling, role playing, and cuing.</li><li>Provide graphic organizers for text connections.</li><li>Model fluency, intonation, and inflection during guided reading and poetry lessons..</li><li>Provide direct, explicit instruction using Wilson Fundations lessons.</li><li>Incorporate differentiated reading techniques, such as tiered assignment and flexible groupings.</li></ul> |
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**Diversity Mandate Read Aloud Lesson Plans**
*Players in Pigtails* by Shana Corey

## Unit 4: Nonfiction in a Content Area (April-June)

**Unit Overview**

In this unit, students will embark on an exploration of nonfiction texts through research. The primary objectives are to deepen their understanding of nonfiction as a genre, develop skills in using texts effectively for learning, and engage critically with information presented. 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.

**Standards Addressed in this Unit**

**Language Domain: Foundation Skills Reading**

*Phonics and Word Recognition*

L.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.

  C. Decode multisyllable words.

  D. Read grade-appropriate irregularly spelled words.

  E. Analyze the parts of high-frequency words that are regular and the parts that are irregular.

*Fluency*

L.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 text orally with accuracy, appropriate rate, and expression.

  C.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary

**Language Domain: Foundations Skills Writing**

*Spelling*

L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.

   B. Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.

   C. Identify language of word origin, as noted in dictionaries.

   D. Spell singular and plural possessives (teacher's; teachers')

   E. Change y to i (cried) in words with suffixes, when required

   F. Spell regular two- and three-syllable words

   G. Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.

   I. Spell common words in English, including regular and irregular forms.

*Sentence Composition (Grammar, Syntax, and Punctuation)*

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

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

D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words or phrases.

L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.

   A.   Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.

   B.   Capitalize appropriate words in titles.

   C.   Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.

   D.   Use common regular and irregular plural forms, writing nouns and verbs that agree in number.

   E.   Use appropriate pronouns with clear referents.

   F.   Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).

   H. Paraphrase a main idea or event in order to vary sentence structure and word use.

   I. Organize ideas into paragraphs with main ideas and supporting details.

## Reading Domain

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

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

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

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

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

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

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

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

## Writing Domain

W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.

W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.

## Speaking and Listening Domain

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

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

## 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). <br> 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2). <br> 9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity. <br> 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. <br><br> **Practices** <br> CLKSP1 Act as a responsible and contributing community member and employee. <br> CLKSP4 Demonstrate creativity and innovation. <br> CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them. <br> CLKSP6 Model integrity, ethical leadership and effective management. <br> CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively. |
| **Interdisciplinary Connections** |
| **Social Studies** <br> 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, <br> resources and events. |


| **Assessment** | |
| --- | --- |
| **Benchmark** | DIBELS assessments administered beginning, middle, and end of year to all students. <br> Students scoring strategic will be progress monitored as part of Tier II <br><br> OPS Reading Assessment administered beginning, middle, and end of year to all students. <br> Students not meeting expectations for text complexity, fluency, **and/o**r comprehension will be progress monitored as part of Tier II |

|  | Linkit! Benchmark Assessment |
| --- | --- |
| **Possible Ongoing Assessments** | Teacher Observation<br>Student Participation<br>Notebook Entries<br>Running Records<br>Conferring Notes |
| **Possible Notebook Entries** | ● Analyze and interpret graphs, pictures, charts, diagrams and maps.<br>● Formulate opinions on the topic based upon new reading/learning.<br>● Compose double entry journal to:<br>   ○ Analyze facts and thoughts.<br>   ○ Create boxes and bullets.<br>● Synthesize new information to craft their own writing on a topic. |

| Materials/Resources | |
| --- | --- |
| **Suggested Read Aloud Texts** | **Additional Resources** |
| **Texts for Teaching Point**<br>*Ranger Rick*<br>*Zoobooks*<br>*Sports Illustrated*<br>Seymour Simon Books<br>Newsela<br>**Read Aloud Texts for Comprehension**<br>*Koko's Kitten* by Dr. Francine Patterson<br>*The Story of Ruby Bridges* by Robert Coles<br>*U.S. history nonfiction collection* by Jean Fritz<br><br>**SEL Read Aloud** | Fundations: Unit 11 Weeks 1-2, Unit 12 Weeks 1-2, Unit 13 Weeks 1-2, Unit 14 Weeks 1-2<br><br>*Wilson Fundations Scope and Sequence*<br><br>UFLI Foundations Toolbox<br><br>**Enrichment for Word Study**<br>Choose words for Grade 3 from THIS list. |

| Players In Pigtails by Shana Corey | |
|---|---|

| **Module 1: Nonfiction Reading Strategies**<br>Refer to Goal in *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers* by Serravallo, J. (2023) to support this module. | |
|---|---|
| **Learning Goal/Objective**<br><br>**We are learning to/that . . .** | **Suggested Learning Activities**<br><br>**. . . by engaging in this task** |
| WALT to describe the connection between sentences and paragraphs in a text to support specific points the author makes in a text. | by<br>● Looking for main ideas in the introduction and conclusion<br><br>● Identifying key sentences in the beginning, middle, and end of a text.<br><br>● Think about what the author is comparing and Identify the similarities and differences in a text.<br><br>● Craft main idea statements that use commonalities to talk about the subject being compared.<br><br>● looking for conjunctions to see how sentences fit together to find the main idea.<br><br>● Looking for keywords that signal a cause and effect structure in a text (make statements the include both the cause and the effect)<br><br>(lesson 8.3, 8.4, 8.5, 8.13, 8.15, 8.16, 11.10) |

| WALT  Use context clues within a sentence to find the meaning of a word or phrase. | by <ul><li>Looking to see if there are clue words within the sentence (are, or,called, etc…) letting you know a definition is provided.</li><li>Consider the sentence structure in determining word meaning.</li><li>Look at the meaning of the sentences that surround it.</li></ul>(lessons 11.8, 11.9) |
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| Module 2:  Nonfiction Genre Exploration to Enhance Reading Comprehension<br>Refer to Goal  in *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers* by Serravallo, J. (2023) to support this module. ||
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| **Learning Goal/Objective**<br><br>**We are learning to/that . . .** | **Suggested Learning Activities**<br><br>**. . . by engaging in this task** |
| WALT ask and answer questions and make relevant connections to demonstrate understanding of an informational text | <ul><li>Identifying the main ideas and supporting details of a section by using boxes and bullets.</li><li>Differentiating between facts that do and do not support the main idea using Post-its to stop and jot.</li></ul>(Lessons 8.10, 8.11, 8.12) |
| WALT  Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic. | <ul><li>Recognizing that most narrative nonfiction stories are either tales of achievement or tales of disaster and finding the patterns within.</li><li>Understanding that stories in this genre are told for a reason.<br>(When we uncover this reason, our understanding of the story takes on a whole new level.)<br>Students can wonder:<ul><li>*Why was this story worth telling?*</li></ul></li></ul> |

| | ○ *Why should it never be forgotten?* |
| | ○ *What lesson does it impart?* |
| | ○ *What example does it set?* |
| | (Lessons 8.17, 8.18, 8.19) |

## Module 3: Synthesizing and Growing Ideas in Nonfiction

Refer to Goal in *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers* by Serravallo, J. (2023) to support this module.

| Learning Goal/Objective<br><br>We are learning to/that . . . | Suggested Learning Activities<br><br>. . . by engaging in this task |
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| WALT distinguish our own point of view from that of the author of a text. | ● Engaging in discussions about how stories about the same event can be told from different perspectives and how that may impact the story.<br>● 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.)<br>● Forming opinions on a topic based on a combination of text evidence and their own experiences.<br>(Lessons 10.24, 10.25) |
| WALT describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text | ● Determining the importance of a unifying theme through the use of timelines. (lesson 10.20)<br>● Synthesizing and summarizing information provided in charts and graphs. (lesson 10.21, 10.22, 10.23) |

| | **Modifications**<br>*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.* |
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| **Students with IEPs** | ● Use various methods to understand a student's learning style: observation, surveys, conferring<br>● Refer to the student's IEP for goals and modifications.<br>● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.<br>● Model book selection process.<br>● Model productive and engaging partner talk.<br>● Provide direct instruction for completing a reading log.<br>● Build anchor charts with students and continually refer to them as you teach.<br>● Provide students with their own copies of the text that they can read independently and use to retell.<br>● Provide opportunities for students to turn and talk.<br>● Use modeling, role playing and cuing.<br>● Provide graphic organizers for text connections.<br>● Model fluency, intonation, and inflection during guided reading and poetry lessons..<br>● Provide direct, explicit instruction using Wilson Fundations lessons.<br>● Incorporate differentiated reading techniques, such as tiered assignment and flexible groupings. |
| **Students with 504s** | ● Use various methods to understand a student's learning style: observation, surveys, conferring<br>● Refer to the student's 504 plan for goals and modifications.<br>● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.<br>● Model book selection process.<br>● Model productive and engaging partner talk.<br>● Provide direct instruction for completing a reading log.<br>● Build anchor charts with students and continually refer to them as you teach.<br>● Provide students with their own copies of the text that they can read independently and use to retell.<br>● Provide opportunities for students to turn and talk.<br>● Use modeling, role playing and cuing.<br>● Provide graphic organizers for text connections. |

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| | • Model fluency, intonation, and inflection during guided reading and poetry lessons.. <br> • Provide direct, explicit instruction using Wilson Fundations lessons. <br> • Incorporate differentiated reading techniques, such as tiered assignment and flexible groupings. |
| **Students at Risk** | • Use various methods to understand a student's learning style: observation, surveys, conferring <br> • Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. <br> • Model book selection process. <br> • Model productive and engaging partner talk. <br> • Provide direct instruction for completing a reading log. <br> • Build anchor charts with students and continually refer to them as you teach. <br> • Provide students with their own copies of the text that they can read independently and use to retell. <br> • Provide opportunities for students to turn and talk. <br> • Use modeling, role playing and cuing. <br> • Provide graphic organizers for text connections. <br> • Model fluency, intonation, and inflection during guided reading and poetry lessons. <br> • Decode and write tricky words by using the Sonday System <br> • Provide direct, explicit instruction using Wilson Fundations, Sonday, UFLI Foundations lessons. |
| **Talented and Gifted** | • Use various methods to understand a student's learning style: observation, conferring <br> • Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. <br> • Provide students with their own copies of the text that they can read independently. <br> • Provide opportunities for students to turn and talk. <br> • Provide student opportunities to set their own agenda. <br> • Allow students to demonstrate mastery through a culminating project. <br> • Allow for independent study to accelerate learning based on learning progressions. <br> • Incorporate differentiated reading techniques, such as choice boards. <br> • Student creates and sets literacy goals |
| **Multilingual Learners** | • Use various methods to understand a student's learning style: observation, surveys, conferring |

|  | <ul><li>Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.</li><li>Model book selection process.</li><li>Model productive and engaging partner talk.</li><li>Provide direct instruction for completing a reading log.</li><li>Build anchor charts with students and continually refer to them as you teach.</li><li>Provide students with their own copies of the text that they can read independently and use five finger retell.</li><li>Provide opportunities for students to turn and talk.</li><li>Provide audio books when available.</li><li>Use modeling, role playing, and cuing.</li><li>Provide graphic organizers for text connections.</li><li>Model fluency, intonation, and inflection during guided reading and poetry lessons..</li><li>Provide direct, explicit instruction using Wilson Fundations lessons.</li><li>Incorporate differentiated reading techniques, such as tiered assignment and flexible groupings.</li></ul> |
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