



Third Grade English Language Arts and Literacy Curriculum

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How To Use this Curriculum

This curriculum was created to support English Language Arts teachers in their instructional choices. We know all sound instructional choices are based on the needs of the students in the classroom and therefore, this document is meant to be a guide. This guide lists all essential material: goals, standards, essential questions, teaching points, and assessments. While all students in a class will be working toward common goals, the day to day teaching points will vary based on what the students need. In other words, not all of the teaching points on the documents will necessarily be taught-- only the ones that the students in the class need-- but all of the goals will be addressed. In addition, if teachers need to add teaching points that are not listed in this document they should do so.

Steps for Using the Units:

1. Read the unit and discuss it with your colleagues.
2. Give a pre-assessment and analyze student work in relation to the unit goals.
3. Choose the teaching points that match your students' needs.
4. Choose the components you will use to teach them (shared reading, read aloud, shared writing, workshop, or word study- see chart on the following pages).
5. Make a plan and map out the progression of the individual unit.

Glossary of Terms

Book Club: 3-5 students who are all reading the same book and meet regularly to discuss their thinking

Celebration: the culminating event at the end of a unit of study; a time to self-reflect and set goals for future reading; connects in some ways to unit goals; can incorporate the theme of the unit and feel celebratory and fun

Classroom Library: at least a few hundred books that are a part of the classroom environment; organized and run by students; sorted into bins for easy student access; aligns with the units of study; organized by genre, author, or topic and leveled in student-appropriate ways

Conference: the teacher meets with individual students, gets to know them well through observations and process-based questions, reinforces a strength with feedback, offers new instruction with a teaching point, and uses the time to build a positive relationship with each student

Guided Reading: the teacher meets with a small group of students who are at the same instructional reading level and uses a common text to introduce that next reading level's characteristics; does a very brief introduction to the level, listens and coaches students as they read by themselves; has a comprehension conversation; and then chooses a teaching point that most students need based on current observations

Independent Reading: each student self selects books to read and and applies strategies previously learned to engage with their texts

Independent Reading Level: books a student can read on his/her own with accuracy, fluency, and comprehension; not just the score on a formal benchmark assessment but also what the student can read all by himself

Instructional Reading Level: typically one reading level above the independent reading level where a student needs some support to comprehend the text but not so much that the teacher ends up doing most of the work

Interactive Read Aloud: the teacher reads a text or a portion of a text out loud and stops to model thinking and offer time for students to practice thinking through turn and talks or stop and jots; there is one copy of the book and the teacher is holding it

Mentor Text: a text the teacher uses to model strategies and study author's choices with students; this text is used over and over again for instruction

Mini-Lesson: direct instruction in a strategy; the teacher uses a connection to set the context, a demonstration to model a strategy, an active engagement to let students have a quick practice, and a link to connect the strategy to the larger goals of the unit and when they might choose to use them

Pre-Assessment: a formal or informal way of getting information about students' current ability to reach the goals of the unit prior to instruction; this can be a conference, questions that students answer off of a read aloud text or off of an independent text; teachers analyze the information gathered to make instructional decisions about what teaching points to focus on based on student needs

Post-Assessment: a formal assessment at the end of a unit of study that allows students to demonstrate all they learned and how they progressed toward the goals

Reading Partnership: two students who work together across a unit of study (and sometimes longer); they meet daily for either partner reading (kinder and 1st) or partner talk (2nd-5th); typically students who are at similar reading levels and get along well

Reading Workshop: a brief Mini-Lesson where the teacher models a strategy, followed by a large chunk of independent reading, while the teacher confers or meets with small groups, and then a time for student conversations and a teaching share at the end

Shared Reading: the teachers uses an enlarged (and often projected) text so all students can share in the reading process; there is an instructional focus each day; each session lasts about 10-15 minutes, the same text is used across several days

Strategy Group: a small group of students who the teacher decided all would benefit from the same strategy; teacher models and/or uses guided practice to coach students when using the strategy; typically students do not have the same text and apply the strategy in their own texts

Teaching Point: the focus of a lesson that includes a goal (what) and a strategy (how to)

Unit of Study: a way of organizing the year and the standards into containers where the entire class studies a topic or genre or set of skills for several weeks at a time

What is the structure of a unit of study?

Week 1: Immersion

Weeks 2-5: Workshop Weeks

Week 6: Feedback, Assessment, and Reflection (FAR)

What is Immersion?

During the first week of a unit of study the class is immersed in the genre, skills, and strategies that will be studied during the workshop weeks. The purpose of immersion is to

- assess students' prior knowledge and skills with the goals of the unit
- preview the work that students will be learning to do independently during the workshops
- pre-teach language, vocabulary, and concepts
- participate in shared experiences
- build excitement, enthusiasm, and a clear purpose for students

While students will continue to read independently both in school and at home during the immersion week, most of the teaching time during this week will be dedicated to shared experiences. This allows teachers to build a common, strong foundation in the goals for the unit prior to expecting students to begin working independently in the workshop. Most of the teaching and learning during this week will be in the components of balanced literacy. These include

- pre-assessments
- interactive read alouds
- shared reading
- shared and interactive writing
- goal-setting conferences with students

These components begin during immersion and continue throughout the entire unit of study. On the next page is a sample schedule for the immersion week.

Immersion Week Sample Schedule

Week 1

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|--|---|---|---|
| <p>Explain goals and essential questions for the units (and continue across the week)</p> <p>Interactive Read Aloud 15-20 minutes</p> <p>Shared Reading 15 minutes</p> <p>Shared Writing 15 minutes</p> <p>Pre-Assessment for Writing Part 1 (plan and draft) 30-45 minutes</p> | <p>Interactive Read Aloud 15-20 minutes</p> <p>Shared Reading 15 minutes</p> <p>Shared Writing 15 minutes</p> <p>Pre-Assessments for Writing Part 2 (revise and edit) 30 minutes</p> | <p>Interactive Read Aloud 15-20 minutes</p> <p>Shared Reading 15 minutes</p> <p>Shared Writing 15 minutes</p> <p>Pre-Assessment for Reading 30-45 minutes</p> | <p>Interactive Read Aloud 15-20 minutes</p> <p>Shared Reading 15 minutes</p> <p>Shared Writing 15 minutes</p> <p>Independent Reading 30-45 minutes and confer with students about setting goals</p> | <p>Interactive Read Aloud 15-20 minutes</p> <p>Shared Reading 15 minutes</p> <p>Shared Writing 15 minutes</p> <p>Independent Reading 30-45 minutes and confer with students about setting goals</p> |

*These sample schedules include reading and writing but not word study.

How do the components fit into the workshop weeks?

Weeks 2-5

During the workshop weeks reading workshop happens daily for about 45 minutes. There are some units of study where the reading and writing are so closely aligned that there may be a 90 minute workshop where both reading and writing are happening together.

The remaining three components are often rotated throughout the week so that Shared Reading happens 4 days a week, Interactive Read Aloud happens 3 days a week, and Shared or Interactive Writing (K-1) happens 3 days a week. Of course, this schedule is based solely on the 120 minute literacy time. Read aloud, shared reading and shared writing can be used in social studies, science, and other areas when appropriate. Word Study happens outside of this sample schedule.

| Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------------------------------|-----------------------------------|-----------------------------|-----------------------------------|-----------------------------|
| Reading Workshop 45 minutes | Reading Workshop 45 minutes | Reading Workshop 45 minutes | Reading Workshop 45 minutes | Reading Workshop 45 minutes |
| Writing Workshop 45 minutes | Writing Workshop 45 minutes | Writing Workshop 45 minutes | Writing Workshop 45 minutes | Writing Workshop 45 minutes |
| Interactive Read Aloud 15 minutes | Interactive Read Aloud 15 minutes | Shared Reading 15 minutes | Interactive Read Aloud 15 minutes | Shared Reading 15 minutes |
| Shared Writing 15 minutes | Shared Reading 15 minutes | Shared Writing 15 minutes | Shared Reading 15 minutes | Shared Writing 15 minutes |

What is the Feedback, Assessment, Reflection (FAR) week?

Week 6

During the sixth, and final week of the unit of study, the students will participate in post-assessments, reflect on their growth and learning, and be given explicit feedback. This week allows the teacher and students time to

- consolidate and apply what was learned across the month into a shorter time frame in post-assessments (embedding test-taking practice and skills into the units)
- look back across the unit and reflect on what was learned and what skills continue to need attention
- confer with every student and offer specific feedback they can focus on in the next units of study
- celebrate and share learning with others

During the FAR week, students will be working independently, in small groups, and with the teacher. Below is a sample schedule for what the FAR week might look like.

One Possible Schedule for Feedback, Assessment, Reflection (FAR)

| Monday | Tuesday | Wednesday | Thursday | Friday |
|------------------------------------|--|---|---|---|
| Post-Assessment for Writing Part 1 | Post-Assessment for Writing Part 2 | Write a reflection on your progress towards your goals for the units | Reading Celebration and Conversations to Wrap-up the Unit (back to essential questions and goals) | Writing Celebration and Conversations to Wrap-up the Unit (back to essential questions and goals) |
| Post-Assessment for Reading | Rehearse and Prepare for Reading Celebration | Finish published pieces and/or review your pre-assessment and revise it in another color pencil | Begin to organize the classroom library for the next unit of study (re-order books etc.) | Read and comment on each other's work and place published pieces in the classroom library |
| | Fancy-Up Published Piece of Writing *Teacher meets with groups of students to give feedback and go over assessments and goals | *Teacher meets with groups of students to give feedback and go over assessments and goals | *Teacher meets with groups of students to give feedback and go over assessments and goals | |

What does a Reading Workshop Period Look Like?

If you have 45 minutes you can break up your time into smaller chunks. The middle 30 minutes is for independent reading and then the teacher can decide who to meet with in conferences or small groups.

| | |
|----|----------------|
| 10 | MINI-LESSON |
| 10 | |
| 10 | |
| 10 | |
| 5 | TEACHING SHARE |

Below is one sample way to break up the 30 minutes of independent reading instructional time in a primary classroom setting.

| | STUDENTS | TEACHER |
|----|---------------------|--|
| 10 | MINILESSON | MINILESSON |
| 10 | INDEPENDENT READING | CONFER WITH 2 STUDENTS |
| 10 | PARTNER READING | GUIDED READING GROUP WITH 3-5 STUDENTS |
| 10 | INDEPENDENT READING | STRATEGY GROUP WITH 2-5 STUDENTS |
| 5 | TEACHING SHARE | TEACHING SHARE |

Below is one example in an upper elementary grade setting.

| | STUDENTS | TEACHER |
|----|-----------------------|-----------------------------------|
| 10 | MINI-LESSON | MINI-LESSON |
| 15 | INDEPENDENT READING | 2 CONFERENCES |
| 15 | INDEPENDENT READING | STRATEGY LESSON WITH 3-4 STUDENTS |
| 5 | PARTNER CONVERSATIONS | COACH PARTNERSHIPS |
| 5 | TEACHING SHARE | TEACHING SHARE |

ELA: Reading
Grade 3
Year-at-a-Glance

| Units | Time Frame | Read Aloud/Shared Reading Goals | Independent/Guided Reading Goals |
|--|------------|--|--|
| Unit 1: Launch <i>Creating a Reading Community</i> | 4 Weeks | <ul style="list-style-type: none"> • Readers have meaningful talks about books. • Readers are always thinking to understand their books | <ul style="list-style-type: none"> • Students develop an understanding of themselves as readers. • Readers have meaningful talks about books. • Readers are always thinking to understand their books. |
| Unit 2: Fiction <i>Putting the Pieces Together Fiction</i> | 9 Weeks | <ul style="list-style-type: none"> • Readers understand story elements. • Readers form ideas about characters. • Readers explain central messages. | <ul style="list-style-type: none"> • Readers understand story elements. • Readers form ideas about characters. • Readers explain central messages. • Readers use conversations to get bigger ideas. |
| Unit 3: Non Fiction <i>Diving Into Nonfiction</i> | 9 Weeks | <ul style="list-style-type: none"> • Readers read various types of nonfiction text. • Readers use strategies to learn from nonfiction books. | <ul style="list-style-type: none"> • Readers read various types of nonfiction text. • Readers use strategies to learn from nonfiction books. • Readers become experts through important. discussions about nonfiction text. |
| Unit 4: Poetry <i>Poetry in Motion</i> | 6 Weeks | <ul style="list-style-type: none"> • Readers interpret a variety of poems and their structural elements. • Readers analyze literary elements and figurative language. • Readers uncover themes and big ideas within and across texts. | <ul style="list-style-type: none"> • Readers interpret a variety of poems and their structural elements. • Readers analyze literary elements and figurative language. • Readers uncover themes and big ideas within and across texts. |

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| Unit 5: Social Studies <i>Communities: Past and Present</i> | 4 Weeks Reading shared with 3 Weeks of Writing | <ul style="list-style-type: none"> • Readers read various types of nonfiction text. • Readers use strategies to learn from nonfiction books and compare across the same topic. | <ul style="list-style-type: none"> • Readers read various types of nonfiction text. • Readers use strategies to learn from nonfiction books and compare across the same topic. • Readers become experts through important. discussions about nonfiction text. • Readers can respond in writing to nonfiction texts. |
|---|---|--|---|

Launch: Creating a Reading Community

Grade 3 Unit 1

In the initial weeks of school we can remind students the behaviors and routines of being an active reader. This means they will build stamina and read books they can read and want to read. Students learn how to be a reading partner who listens actively and talks deeply about books. Students get a refresher in reading skills that are essential for becoming an effective third grade reader such as predicting, retelling, and figuring out unfamiliar words. By the end of the unit students understand why people read, how people read, and the different types of books available. This unit is called *Creating a Reading Community* because we aim to help all students respect books, themselves, and each other as a thriving collection of readers.

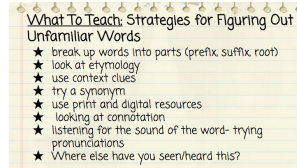
| | |
|---|---|
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do we create a reading community? • How do readers understand what they are reading? • Why is it important to talk about books? | <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Students develop an understanding of themselves as readers. • Readers have meaningful talks about books. • Readers are always thinking to understand their books. |
| <p>Teaching Texts: SCHOOLWIDE: Mentor Texts (Read Alouds)</p> <ul style="list-style-type: none"> • <i>The Bee Tree</i> by Patricia Polacco • <i>Balloons Over Broadway</i> by Melissa Sweet • <i>The Girl Who Hated Books</i> by Manjusha Pawagi • <i>Henry and the Buccaneer Bunnies</i> by Carolyn Crimi or <i>The Day You Begin</i> by Jacqueline Woodson • <i>The Plot Chickens</i> by Mary Jane and Herm Auch • <i>Swirl by Swirl: Spirals in Nature</i> by Joyce Sidman • <i>The Day You Begin</i> by Jacqueline Woodson <p>Shared Texts</p> <ul style="list-style-type: none"> • “Ducks on a Winter Night” by Georgia Heard • “Feeling the Rain” by Julie Spreckels • “Great Travels” by Shelley Karlen • “Insects: Using Color to Keep Alive” by John Bonnett Wexco from <i>Zoobooks: Insects</i> • “Learning About Whales” • My Name is...” by John O. • “The Twister” by Karen Smith • “Why Bears Sleep All Winter: A tale from Lapland” retold by Gale Sypher Jacob from <i>Highlights Magazine</i> • “Why Bears Sleep All Winter: A Tale from Lapland” retold by Gale Sypher Jacob from <i>Highlights Magazine</i> • Excerpt from <i>Zoobooks: Animal Champions</i> | <p>NJSLS-ELA NJSLS-Social Studies Career Readiness, Life Literacies, and Key Skills WIDA ELD Standards</p> <p><u>Reading Standards for Literature</u> <i>Key Ideas and Details:</i> RL.3.1, RL.3.2, RL.3.3 <i>Craft and Structure:</i> RL.3.5 <i>Range of Reading and Level of Text Complexity:</i> RL.3.10</p> <p><u>Reading Standards for Informational Text</u> <i>Key Ideas and Details:</i> RI.3.1, RI.3.2 <i>Craft and Structure:</i> RI.3.4, RI.3.5 <i>Integration of Knowledge and Ideas:</i> RI.3.7 <i>Range of Reading and Level of Text Complexity:</i> RI.3.10</p> <p><u>Reading Foundation Standards</u> <i>Phonics and Word Recognition:</i> RF.3.3 <i>Fluency:</i> RF.3.4</p> <p><u>Writing</u> <i>Range of Writing:</i> W.3.10</p> <p><u>Speaking and Listening Standards</u> <i>Comprehension and Collaboration:</i> SL.3.1, SL.3.2, SL.3.3 <i>Presentation of Knowledge and Ideas:</i> SL.3.4, SL.3.6</p> |

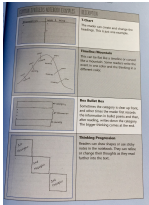
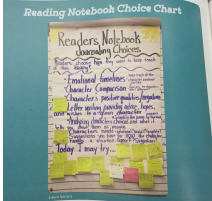
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| <p>OTHER:</p> <ul style="list-style-type: none"> • Language Standards Staircase • Classroom Leveled Libraries • Mentor Text Author Pages & Summary Spreadsheet | <p><u>Language Standards</u> <i>Knowledge of Language</i>: L.3.3 <i>Vocabulary Acquisition and Use</i>: L.3.4, L.3.</p> <p><u>Career Readiness Practices</u> CRP1.</p> <p><u>WIDA ELD Standards</u> <i>Social and Instructional Language</i>: ELD Standard 1 <i>The Language of Language Arts</i>: ELD Standard 2</p> |
| <p>What Students Are Reading: Teachers can guide students to read around their reading level from the end of 2nd grade. This tends to be one level below, on, and above. In this unit students will need to choose both fiction and nonfiction. We suggest the following:</p> <ul style="list-style-type: none"> • Students reading levels A-I should select 8-10 books per week. • Students reading levels J-K should select 6-8 books per week. • Students reading levels L-N should select 5-6 books per week. • Students reading levels O and above should select 3-4 books per week. | <p>Unit Timeframe: 4 Weeks</p> |
| <p>Vocabulary and Key Concepts: See pages 9 - 12 in Schoolwide: Launching Grade 3 binder. Reader's Notebook- tool used to record your thoughts, notes, post-its, and other information. Reflect - think deeply or carefully about Active listening - use full body language to focus, understand, and respond Stop and jot - pause, think, and write down ideas on a post-it or in your Reader's Notebook Turn and talk - turn to your partner to discuss a proposed question or idea Just-right book - a book that is not too hard or not too easy and on your level</p> | <p>Assessments (some assessments can be in more than one category): <u>Formative</u>: Observations, notebooks, class participation, guided reading, independent reading, conferring</p> <p><u>Summative</u>: SchoolWide reading assessments, Student Performance Checklists (130-131) and teacher created assignments</p> <p><u>Benchmark</u>: Fountas & Pinnell, Word Study</p> <p><u>Alternative</u>: Options may include graphic organizers, SchoolWide Appendix pages/checklists, and additional teacher created assignments</p> |

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| <p>Meaningful Conversation- when readers purposefully talk about thoughts and ideas from their reading</p> <p>Setting-where and when the story takes place</p> <p>Plot-the events that move the story along</p> <p>Problem / Conflict- the problem or tension in the story</p> <p>Resolution- unfolding of the solution of a complicated issue in a story</p> <p>Theme-main idea or an underlying meaning of a literary work, which may be stated directly or indirectly</p> | |
| <p>Reading Foundation Skills: <i>Building Vocabulary</i></p> | <p>Differentiation Strategies:</p> <ul style="list-style-type: none"> ● Strategy and flexible groups based on formative assessment or student choice ● Guided reading groups ● One:One conferring with teacher ● Student selected goals for reading ● Level of independence ● Consult mentor texts to support reading strategies ● ELL Supports and Extension activities are included with each lesson ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students ● Differentiation Strategies for Students with a 504 |
| <p>Interdisciplinary Connections: Model interdisciplinary thinking to expose students to other disciplines</p> <p><u>Social Studies:</u> Amistad Mandate, Asian Americans and Pacific Islanders (AAPI) Mandate</p> <p><u>Career Readiness, Life Literacies, & Key Skills:</u> 9.4.5.GCA.1, 9.4.5.TL.3</p> <p>In this unit, students will have the opportunity to become a classroom of readers and learn how to function in a community. Teachers can use <i>The Day You Begin</i> to fulfill the Amistad Mandate and <i>The Girl Who Hated Books</i> to address the AAPI mandate by sharing biographical information about the authors. Students can use technology to engage in a variety of classroom activities, search for texts and compose documents.</p> | |

| Unit Goals | Possible Teaching Points: Can be practiced in <i>Shared Reading and Interactive Read Aloud</i> | Possible Teaching Points: Can be applied in <i>Independent Reading and Guided Reading</i> | Notes for Teachers |
|--|--|--|---|
| <p>Students develop an understanding of themselves as readers.</p> | | <p>Readers use the classroom library to choose different types of books (Lesson 2 and Lesson 3).</p> <p>Readers choose ‘just right’ books. They use :</p> <ul style="list-style-type: none"> • the front cover • back cover, • the first few pages to see if they enjoy it and like it (Lesson 1 and Lesson see page 51 Transition notes). <p>Readers find a reading spot and stay focused on their reading (Lesson 1, Mini-Lesson 5).</p> <p>Readers share why they love to read with their reading community (Lesson 3).</p> <p>Each day readers read longer and work up to 30 minutes of focused independent reading. If they take a short break they get right back into reading.</p> | <p>This can be a time to do a walkthrough of the classroom library and to introduce the number of books and types of books that go in the book baggy (Lesson 2 and Lesson 3).</p> <p>Break Lesson 1 down into several behavior and routine lessons. The chart provided lists them all. We suggest you teach one or a few at a time based on your students (see page 42). Page 88 has a chart about JR books. (Lesson 1)</p> <p>It can be helpful to spread students out, some at desks and some on the floor. (Lesson 1, Mini-Lesson 5).</p> <p>Brainstorm with your students why they read and use their words to start an anchor chart. This anchor chart can be used in place of the one on page 52. Skip the chart on page 54 (Lesson 3).</p> <p>Rather than use the worksheet on</p> |

| | | | |
|--|---|--|---|
| | | <p>Readers set goals for themselves. A goal might be based on</p> <ul style="list-style-type: none"> How long I can read (stamina) The type of books I want to read <p>What I do when I get to tricky parts</p> <ul style="list-style-type: none"> How I use my reading notebook How I work with my partner (Mini-Lesson 2). | <p>page 86 students can write their goals in the reading notebook. Model this for students and pair down the questions and goals. You might wait until the end of the unit for students to set goals for the next unit (Mini-Lesson 2).</p> |
| Readers have meaningful talks about books. | <p>Readers turn and talk about their thinking. They face each other, listen, and make eye contact (Lesson 1).</p> <ul style="list-style-type: none"> Listeners actively pay attention and repeat back what they heard their partner say. Listeners ask questions about what their partner just said. Listeners add on their own ideas to what their partner just said. | <p>Reading partners complete a reading survey and share their preferences with one another (see Lesson 2). Readers turn and talk about their thinking. They face each other, listen, and make eye contact (Lesson 1, Lesson 6, Mini-Lesson 4).</p> <p>Readers use sticky notes to mark places they want to talk about (Lesson 8, Mini-Lesson 3).</p> <ul style="list-style-type: none"> Listeners actively pay attention and repeat back what they heard their partner say. Listeners ask questions about what their partner just said. Listeners add on their own ideas to what their partner just said. | <p>Make the chart on page 67 more student friendly with the language and examples (Lesson 6).</p> <p>Teachers can pair down the chart on page 75 and make their own with sentence starters that match their students. This chart can grow across the year as they are ready for more examples. You can also refer to page 89 (Mini-Lesson 3).</p> <p>Modeling and role playing really helps with these listening lessons.</p> |
| Readers are always thinking to understand their books. | Readers notice and stop when they don't understand what is happening. They ask themselves a question and reread to try to answer it (Mini-Lesson 6). | Readers notice and stop when they don't understand what is happening. They ask themselves a question and reread to try to answer it (Mini-Lesson 6). | Adapt the anchor chart on page 110. |

| | | | |
|--|---|---|---|
| | <p>Readers stop at an unknown word and look closely at its parts. They look at the beginning, middle and ending sounds (Mini-Lesson 6).</p> | <p>Readers stop at an unknown word and look closely at its parts. They look at the beginning, middle and ending sounds (Mini-Lesson 6).</p> |  <p>(Mini-Lesson 6).</p> |
| | <p>Readers stop at unknown words and use clues to figure out what they mean (Lesson 5).</p> | <p>Readers stop at unknown words and use clues to figure out what they mean (Lesson 5).</p> | <p>We suggest you do not use the chart on page 63 and create your own instead. You can use any text to model context clues. (Lesson 5).</p> |
| | <p>Readers create a reading notebook. They decorate it with quotes and images to show who they are as readers (Lesson 7).</p> | <p>Readers create a reading notebook. They decorate it with quotes and images to show who they are as readers (Lesson 7).</p> | <p>Teachers create and model with their own reading notebook (Lesson 7).</p> |
| | <p>Readers use a reading notebook to write about their thinking as they read (Lesson 7).</p> | <p>Readers use a reading notebook to write about their thinking as they read (Lesson 7).</p> <ul style="list-style-type: none"> • Readers construct responses to their reading using text based evidence to support their answers. | <p>Teachers should use (pg.71) as a guide to respond in a reader's notebook (Lesson 7).</p> |
| | <p>Readers respond to text in their reader's notebook to show monitoring of comprehension (Added Lesson).</p> | <p>Readers respond to text in their reader's notebook to show monitoring of comprehension (Added Lesson).</p> | <p>Teachers may find it helpful to offer models of constructed responses.</p> <p>Teachers can use this lesson to set expectations of how to respond in the reader's notebook (Added Lesson).</p> <p>Teachers can show students different ways to write about their thinking such as t-charts, timelines, boxes and bullets, etc. Below are some samples from the book, <i>What Do I Teach Readers Tomorrow?</i></p> |

| | | | |
|--|---|---|--|
| | <p>Readers make movies in their minds as they read (Mini-Lesson 7).</p> <p>Readers use story elements to retell books (Mini-Lesson 8).</p> <p>Readers think about the big ideas and central messages in books (Mini-Lesson 8, Mini-Lesson 9).</p> | <p>Readers make movies in their minds as they read (Mini-Lesson 7).</p> <p>Readers use story elements to retell books (Mini-Lesson 8).</p> <p>Readers think about the big ideas and central messages in books (Mini-Lesson 8, Mini-Lesson 9).</p> |  <p>This chart is from <i>Mindsets and Moves</i> that was created with the students.</p>  |
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We suggest you SKIP the following:

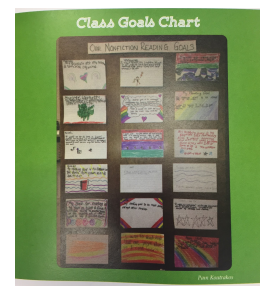
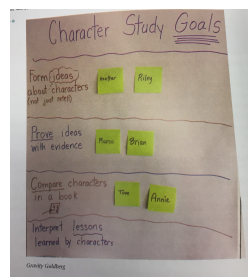
- Lesson 2 Matrix on page 48
- Lesson 4- we suggest you teach this in your nonfiction unit
- Mini-Lesson 1
- Mini Lesson 10 - we suggest you teach this in your nonfiction unit

Celebration Ideas:

Share their favorite book and do a book talk, have a gallery walk, or make a book recommendation basket.

Readers set goals for unit 2 based on what they learned in unit 1. "In Unit 1 I learned..." "In Unit 2 I hope to learn..."

Goal Examples Charts from [Mindsets and Moves](#) by Gravity Goldberg:



Fiction: Putting the Pieces Together

Grade 3 Unit 2

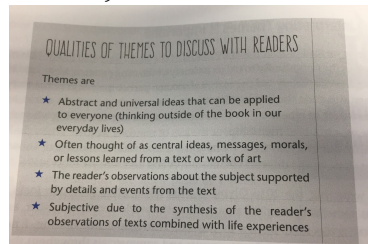
In this unit readers will become immersed in a variety of fictional texts and enhance their understanding of the narrative structure, story elements, and themes. Readers will learn and apply specific reading skills and strategies to help them make inferences, visualize, and determine big ideas about fictional text. Readers will explore character's traits and feelings, central messages, and literal and figurative language to develop deeper comprehension of fictional text. Through guided reading groups and reading conferences students will continue to increase their reading levels. Each unit of study will provide exposure to rich and complex text. Continue to encourage students to read at higher levels when making book choices from your classroom library. This unit will seek to foster a greater appreciation of literature and cultivate meaningful conversation. We wrote this unit's goals in the order we think will support students best, moving from retelling story elements, to forming ideas about characters, and then explaining the central messages across a text.

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| <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why do people read fiction? • How do people read fiction? | <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Amistad Curriculum Mandate: While legal sanction for segregation and other forms of discrimination were established during this time, activists from the African American and immigrant communities searched for ways to challenge these obstacles. • Readers understand story elements. • Readers form ideas about characters. • Readers explain central messages. • Readers use conversations to get bigger ideas. |
| <p>Teaching Texts: SCHOOLWIDE: Mentor Texts (Read Alouds)</p> <ul style="list-style-type: none"> • <i>Anansi Does the Impossible!: An Ashanti Tale</i> by Verna Aardema • <i>Anansi the Spider: A Tale from the Ashanti</i> by Gerald McDermott • <i>Fables</i> by Arnold Lobel • <i>The Mary Celeste: An Unsolved Mystery From History</i> by Jane Yolen and Heidi Elisabet Yolen Stemple • <i>Mirette on the High Wire</i> by Emily Arnold McCully • <i>Zen Shorts</i> by Jon J. Muth <p>Shared Texts</p> <ul style="list-style-type: none"> • “The Claw” by Angela L. Fox from <i>Highlights Magazine</i> • “Gu Dong Is Coming!” Xu Li from <i>Highlights Magazine</i> • “Old Dog, New Tricks?” by Jeffrey B. Fuerst from <i>Highlights Magazine</i> • “The Private I’s and the Case of the Big Stink” by Wendi Silvano from <i>Highlights Magazine</i> • “The Private I’s and the Case of the Mixed-Up Message” by Wendi Silvano from <i>Highlights Magazine</i> | <p>NJSLS-ELA NJSLS-Social Studies Career Readiness, Life Literacies, and Key Skills WIDA ELD Standards</p> <p><u>Reading Standards for Literature</u> <i>Key Ideas and Details:</i> RL.3.1, RL.3.2., RL.3.3 <i>Craft and Structure:</i> RL.3.4, RL.3.5, RL.3.6 <i>Integration of Knowledge and Ideas:</i> RL.3.7, RL.3.9 <i>Range of Reading and Level of Text Complexity:</i> RL.3.10</p> <p><u>Reading Foundation Standards</u> <i>Phonics and Word Recognition:</i> RF.3.3 <i>Fluency:</i> RF.3.4</p> <p><u>Writing</u> <i>Range of Writing:</i> W.3.10</p> <p><u>Speaking and Listening Standards</u> <i>Comprehension and Collaboration:</i> SL.3.1, SL.3.2, SL.3.6</p> <p><u>Language Standards</u> <i>Knowledge of Language:</i> L.3.3 <i>Vocabulary Acquisition and Use:</i> L.3.4, L.3.5, L.3.6</p> |

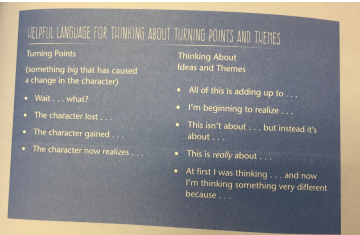
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| <p>OTHER:</p> <ul style="list-style-type: none"> • Language Standards Staircase • Classroom Leveled Libraries • Mentor Text Author Pages & Summary Spreadsheet | <p><u>Career Readiness Practices</u> CRP1</p> <p><u>WIDA ELD Standards</u> <i>Social and Instructional Language</i>: ELD Standard 1 <i>The Language of Language Arts</i>: ELD Standard 2</p> |
| <p>What Students Are Reading: Teachers can guide students to read around their reading level from the end of 2nd grade. This tends to be one level below, on, and above. In this unit students will need to choose fiction books. We suggest the following:</p> <ul style="list-style-type: none"> • Students reading levels A-I should select 8-10 books per week. • Students reading levels J-K should select 6-8 books per week. • Students reading levels L-N should select 5-6 books per week. • Students reading levels O and above should select 3-4 books per week. | <p>Unit Timeframe: 9 Weeks</p> |
| <p>Vocabulary and Key Concepts: See pages 9-10 in Schoolwide: Fiction Grade 3 binder</p> <p>Chronological-time order</p> <p>Conflict-struggle between opposing forces</p> <p>Cultural Language-words and phrases specific to a culture/region</p> <p>Dialogue-spoken words in writing</p> <p>Drama-a type of literature, a play with a serious tone</p> <p>Genre-type of literary composition</p> <p>Imagery-language and description that appeals to our five senses</p> <p>Literary Language-words found mainly in literature and poetry that is written in a grand or elevated style</p> <p>Mood-emotional setting surrounding the reader</p> <p>Plot-events that make up a story</p> <p>Point of View-refers to who is telling a story, or who is narrating it</p> <p>Resolution-unfolding of the solution of a complicated issue in a story</p> <p>Setting-time and geographic location within a narrative or within a work of fiction</p> | <p>Assessments (some assessments can be in more than one category):</p> <p><u>Formative</u>: Observations, notebooks, class participation, guided reading, independent reading, conferring (Pg. 112 Reading Response Rubric)</p> <p><u>Summative</u>: SchoolWide reading assessments, Summative Assessment Guide and Test (138-154). and teacher created assignments</p> <p><u>Benchmark</u>: Fountas & Pinnell, Word Study</p> <p><u>Alternative</u>: Options may include graphic organizers, SchoolWide Appendix pages/checklists, and additional teacher created assignments</p> |

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| <p>Theme-main idea or an underlying meaning of a literary work, which may be stated directly or indirectly</p> <p>Tone-the way the author expresses his attitude through his writing</p> <p>Visualize-to recall or form mental images or pictures</p> | |
| <p>Reading Foundation Skills: <i>Building Vocabulary</i></p> | <p>Differentiation Strategies:</p> <ul style="list-style-type: none"> • Strategy and flexible groups based on formative assessment or student choice • Guided reading groups • One:One conferring with teacher • Student selected goals for reading • Level of independence • Consult mentor texts to support reading strategies • ELL Supports and Extension activities are included with each lesson • Differentiation Strategies for Special Education Students • Differentiation Strategies for Gifted and Talented Students • Differentiation Strategies for ELL Students • Differentiation Strategies for At Risk Students • Differentiation Strategies for Students with a 504 |
| <p>Interdisciplinary Connections: Model interdisciplinary thinking to expose students to other disciplines</p> <p><u>Social Studies:</u> 9.4.5.GCA.1, Amistad Mandate, Holocaust Mandate</p> <p><u>Career Readiness, Life Literacies, & Key Skills:</u> 9.2.5.CAP.3, 9.4.5.GCA.1, 9.4.5.TL.3</p> <p>In this unit, students will have the opportunity to read a variety of fiction texts, including realistic fiction and tales. Two tales, <i>Anansi Does the Impossible! An Ashanti Tale</i> and <i>Anansi the Spider: A Tale from the Ashanti</i> infuses African culture into the curriculum. <i>Mirette on the High Wire</i> exposes students to non-traditional careers and qualities of being a good friend. <i>Zen Shorts</i> provides students an opportunity to see how two different cultures interact. Students can use their computer devices to locate text, create documents and participate in classroom activities.</p> | |

| Unit Goals | Possible Teaching Points: Can be practiced in <i>Shared Reading and Interactive Read Aloud</i> | Possible Teaching Points: Can be applied in <i>Independent Reading and Guided Reading</i> | Notes for Teachers | | | | | | |
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| Readers understand story elements. | <p>Readers understand there are different types of fiction texts (Lesson 1)</p> <p>Readers understand the parts of a story (Lesson 2).</p> <p>Readers retell in chronological order (Lesson 2).</p> <p>Readers compare and contrast story elements across similar texts (Mini-Lesson 9).</p> <p>Readers compare and contrast themes across similar texts (Mini-Lesson 9).</p> | <p>Readers understand there are different types of fiction texts (Lesson 1)</p> <p>Readers understand the parts of a story (Lesson 2).</p> <p>Readers retell in chronological order (Lesson 2).</p> <p>Readers compare and contrast story elements across similar texts (Mini-Lesson 9).</p> <p>Readers compare and contrast themes across similar texts (Mini-Lesson 9).</p> | <p>Teachers can use anchor charts (pg. 36) to review different types of fiction texts (Lesson 1).</p> <p>Anchor chart (p.41) reviews vocabulary, chronological and sequence first (Lesson 2).</p> <p>Teacher can use pg. 129 for student independent work/assessment (Mini-Lesson 9). We listed some lessons (2 and 9) separately because it might be helpful to break them up into at least two days of lessons.</p> | | | | | | |
| Readers form ideas about characters. | <p>Readers understand the difference between character traits and feelings (Lesson 6, Mini-Lesson 1, Mini-Lesson 8).</p> <p>Readers see character traits through actions (Lesson 6, Mini-Lesson 1). Readers see character traits through dialogue (Lesson 6, Mini-Lesson 1, Mini-Lesson 8).</p> | <p>Readers understand the difference between character traits and feelings (Lesson 6, Mini-Lesson 1, Mini-Lesson 8).</p> <p>Readers see character traits through actions (Lesson 6, Mini-Lesson 1). Readers see character traits through dialogue (Lesson 6, Mini-Lesson 1, Mini-Lesson 8).</p> | <p>** Teacher's note that lessons are applied to folktales, however they should be taught across genres. Teachers can use Character Trait Sample list (p.64) as a reference, but may want to create an anchor chart with students so they understand what the traits mean. (Lesson 6, Mini-Lesson 1, Mini-Lesson 8).</p> <table><tr><td>Character</td><td>Example</td><td>Trait</td></tr><tr><td>Junie B</td><td>Lied</td><td>Dis</td></tr></table> | Character | Example | Trait | Junie B | Lied | Dis |
| Character | Example | Trait | | | | | | | |
| Junie B | Lied | Dis | | | | | | | |

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| | <p>Readers compare their feelings to the character's feelings (Lesson 6, Mini-Lesson 1).</p> <p>Readers recognize how and when characters change over time (Mini-Lesson 2).</p> <p>Readers use the character's dialogue to deepen understanding of the character (Mini-Lesson 8).</p> <p>Readers use character's dialogue to deepen understanding of the plot (Mini-Lesson 8).</p> | <p>Readers compare their feelings to the character's feelings (Lesson 6, Mini-Lesson 1).</p> <p>Readers recognize how and when characters change over time (Mini-Lesson 2).</p> <p>Readers use the character's dialogue to deepen understanding of the character (Lesson 6, Mini-Lesson 8).</p> <p>Readers use character's dialogue to deepen understanding of the plot (Mini-Lesson 8).</p> | <table border="1"><tr><td></td><td>to Teach er</td><td>hones t</td></tr></table> <p>Teachers can use pg. 82 for student independent work/assessment (Mini-Lesson 1).</p> <p>Teacher can use pg. 87 for student independent work/assessment (Mini-Lesson 2).</p> | | to Teach er | hones t |
| | to Teach er | hones t | | | | |
| <p>Readers explain central messages.</p> | <p>Readers appreciate storytelling as an oral tradition (Lesson 3).</p> <p>Readers infer to understand central messages (Lesson 5, Mini-Lesson 5).</p> | <p>Readers infer to understand central messages (Lesson 5, Mini-Lesson 5).</p> <ul style="list-style-type: none">• Readers look for patterns in the types of choices a character makes. They use the pattern to think about what they can learn about life?• Readers stop at the end of the book and ask themselves, "What message is in this book that I can learn?"• Readers think about the problem the character faced | <p>This chart is a reference for teachers to have a common understanding about what we mean by themes.</p>  <p>Click here for a larger version (Lesson 5, Mini-Lesson 5).</p> | | | |

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| | <p>Readers determine the meaning of words and phrases (Mini-Lesson 3).</p> <p>Readers use text evidence to draw conclusions (Mini-Lesson 5).</p> <p>Readers use text evidence to determine big ideas (Mini-Lesson 5).</p> | <p>and how they solved it. They use the problem and solution to think about what was learned?</p> <ul style="list-style-type: none"> • Readers reread their sticky notes and notebook entries across a book and then ask themselves, “What big idea does this show me?” <p>Readers determine the meaning of words and phrases (Mini-Lesson 3).</p> <p>Readers use text evidence to draw conclusions (Mini-Lesson 5).</p> <p>Readers use text evidence to determine big ideas (Mini-Lesson 5).</p> | <p>Use pg. 91-92 as teacher reference.</p> <p>Teacher can use pg. 93 for student independent work/assessment (Mini-Lesson 3).</p> <p>Teacher can use pg. 104 for student independent work/assessment (Mini-Lesson 5).</p> |
| Readers use conversations to get bigger ideas | <p>Readers ask and answer questions (Throughout all lessons).</p> <p>Readers discuss and write about text to deeper understanding (Mini-Lesson 6).</p> <p>Readers have meaningful talks about books (Use Mini-Lesson org. Pg. 111 to aid instruction) (Mini-Lesson 6).</p> | <p>Readers ask and answer questions (Throughout all lessons).</p> <p>Readers discuss and write about text to deeper understanding (Mini-Lesson 6).</p> <p>Readers have meaningful talks about books (Use Mini-Lesson org. Pg. 111 to aid instruction) (Mini-Lesson 6).</p> | <p>This should be ongoing throughout the fiction unit. Use pg. 109 for teacher reference With org. Pg 111 students can role play or use a fishbowl.</p> <p>This language can help students talk in ways that lead to bigger ideas:</p> |

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| | | |  <p>Click here for a larger version (Mini-Lesson 6).</p> |
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We suggest you SKIP the following:

- Lesson 3 Organizer (p. 47)
- Lesson 4 (Also skip ML 4)
- Lesson 6 Organizer (p.65)
- Lesson 7 (Also skip ML 7)
- Lesson 8 (feel free to use this text as a read aloud)
- ML 6 Organizer (pg.110)
- ML 10 (feel free to use as a fun celebration lesson)

Celebration Ideas:

- Craft a Character Trait Poster of Your Favorite Character from Independent Book and Share
- Campfire Book - the kids bring a flashlight and a favorite blanket to school. Turn off the lights, close the blinds, and the kids read their books.
- Book Buddies - Readers share their favorite books with younger grade levels.
- ML 10 (feel free to use as a fun celebration lesson)

NonFiction: Diving Into NonFiction

Grade 3 Unit 3

In this unit students will immerse themselves in a variety of nonfiction text. Students will become experts in different nonfiction subjects and look at topics from various points of views. They will work with three different types of nonfiction text (literary, reference and biography) and examine their features. Students will develop an interest for locating information, finding answers and deepening their understanding about nonfiction topics. This unit is called *Working Through NonFiction* because we aim to help all students address the challenges of reading nonfiction and ways to work through difficult text.

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| <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is it important to read different types of nonfiction books? • How do readers learn from nonfiction books? | <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Readers read various types of nonfiction text. • Readers use strategies to learn from nonfiction books. • Readers become experts through important. discussions about nonfiction text. |
| <p>Teaching Texts: SCHOOLWIDE: Mentor Texts (Read Alouds)</p> <ul style="list-style-type: none"> • <i>Amazing Animals: Chimpanzees</i> by Sarah Albee • <i>Animal Tongues</i> by Dawn Cusick • <i>A Butterfly Is Patient</i> by Dianna Hutts Aston • <i>Balloons Over Broadway</i> by Melissa Sweet • <i>Dinosaur</i> by Sarah Walker and Samantha Gray OR <i>Armored Dinosaurs: Stegosaurus and Ankylosaurus</i> by Claire Hibbert • <i>Look to the North: A Wolf Pup Diary</i> by Jean Craighead George • <i>Snowflake Bentley</i> by Jacqueline Briggs Martin • <i>Waiting for Ice</i> by Sandra Markle <p>Shared Texts</p> <ul style="list-style-type: none"> • “George Washington” by Laken and Jordan Haynie • “Great White Sharks” by R.L. LoRe • “John F. Kennedy” by Laken and Jordan Haynie • “Maple Syrup” by Tom Kerr • “New Hope for Beauty” by Karen Smith and Carey Moore • “Why Leaves Change Colors” by Tina Musial • Excerpts from <i>Zoobooks: Chimpanzees</i> <p>OTHER:</p> <ul style="list-style-type: none"> • Language Standards Staircase • Classroom Leveled Libraries • Mentor Text Author Pages & Summary Spreadsheets | <p>NISLS-ELA NISLS-Science Career Readiness, Life Literacies, and Key Skills WIDA ELD Standards</p> <p><u>Reading Standards for Informational Text</u> <i>Key Ideas and Details:</i> RI.3.1, RI.3.2, RI.3.3 <i>Craft and Structure:</i> RI.3.4, RI.3.5, RI.3.6 <i>Integration of Knowledge and Ideas:</i> RI.3.7, RI.3.8, RI.3.9 <i>Range of Reading and Level of Text Complexity:</i> RI.3.10</p> <p><u>Reading Foundation Standards</u> <i>Phonics and Word Recognition:</i> RF.3.3 <i>Fluency:</i> RF.3.4</p> <p><u>Writing</u> <i>Range of Writing:</i> W.3.10</p> <p><u>Speaking and Listening Standards</u> <i>Comprehension and Collaboration:</i> SL.3.1, SL.3.2, SL.3.3 <i>Presentation of Knowledge and Ideas:</i> SL.3.4, SL.3.5 SL.3.6</p> <p><u>Language Standards</u> <i>Knowledge of Language:</i> L.3.3 <i>Vocabulary Acquisition and Use:</i> L.3.4, L.3.6</p> |

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| | <p><u>Career Readiness Practices</u> CRP1. CRP9.</p> <p><u>WIDA ELD Standards</u> <i>Social and Instructional Language</i>: ELD Standard 1 <i>The Language of Language Arts</i>: ELD Standard 2 <i>The Language of Science</i>: ELD Standard 4</p> <p>Extra Notes:</p> <ul style="list-style-type: none"> • Standard RI.3.9. is a secondary standard in Mini Lesson 6. This standard should be revisited multiple times in addition to the lessons in Unit 5 • To fully cover standard SL.3.5., students must be exposed to and use various multimedia outlets. |
| <p>What Students Are Reading: Teachers can guide students to read around their reading level. This tends to be one level below, on, and above. In this unit students will need to choose nonfiction books, articles, biographies, and informational websites. We suggest the following:</p> <ul style="list-style-type: none"> • Students reading levels A-I should select 8-10 books per week. • Students reading levels J-K should select 6-8 books per week. • Students reading levels L-N should select 5-6 books per week. • Students reading levels O and above should select 3-4 books per week. | <p>Unit Timeframe: 9 Weeks</p> |
| <p>Vocabulary and Key Concepts: See pages 9-10 in Schoolwide Nonfiction Grade 3 binder Cause-the reason something happens Compare-find the similarities between two texts/topics/characters Contrast-find the differences between two texts/topics/characters Context Clues-hints that an author gives to help define a difficult or unusual word Determine Importance-strategy that readers use to distinguish between what information in a text is most important versus what information is interesting but not necessary for understanding</p> | <p>Assessments (some assessments can be in more than one category): <u>Formative</u>: Observations, notebooks, class participation, guided reading, independent reading, conferring Pg. 112 Reading Response Rubric (From Fiction Unit and Can be Applied to Nonfiction)</p> <p><u>Summative</u>: SchoolWide reading assessments, Summative Assessment Guide and Test (125-138) and teacher created assignments</p> |

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| <p>Effect-the result</p> <p>Features-supports that help a reader to navigate a non-fiction text</p> <p>Infer--making an educated guess with textual support</p> <p>Inform-provide facts or information</p> <p>Organizes-arranged into a structured whole</p> <p>Paragraph-distinct section of a piece of writing, usually dealing with a single theme and indicated by a new line, indentation, or numbering</p> <p>Purpose-the reason</p> <p>Sequence-the order</p> <p>Signal Words-show the connection between ideas</p> <p>Structure-ways to organize text</p> <p>Summarize-a brief statement or restatement of main points, especially as a conclusion to a work</p> | <p><u>Benchmark</u>: Fountas & Pinnell, Word Study</p> <p><u>Alternative</u>: Options may include graphic organizers, SchoolWide Appendix pages/checklists, and additional teacher created assignments</p> |
| <p>Reading Foundation Skills: <i>Building Vocabulary</i></p> | <p>Differentiation Strategies:</p> <ul style="list-style-type: none"> • Strategy and flexible groups based on formative assessment or student choice • Guided reading groups • One:One conferring with teacher • Student selected goals for reading • Level of independence • Consult mentor texts to support reading strategies • ELL Supports and Extension activities are included with each lesson • Differentiation Strategies for Special Education Students • Differentiation Strategies for Gifted and Talented Students • Differentiation Strategies for ELL Students • Differentiation Strategies for At Risk Students • Differentiation Strategies for Students with a 504 |

Interdisciplinary Connections: Model interdisciplinary thinking to expose students to other disciplines

Science Standards: 3-LS1-1.

Career Readiness, Life Literacies, & Key Skills: 9.4.5.CI.3, 9.4.5.IML.1, 9.4.5.IML.6, 9.4.5.TL.3

In this unit, students will have the opportunity to learn about science topics touching upon weather, engineering/design and animals. All of the mentor texts can be used to support the students as they gather knowledge in these areas. Additionally, the shared texts encompass a wide range of non-fiction topics, all of which can be expanded upon for student interest by searching on their computer devices. *Look to the North: A Wolf Pup Diary* provides a correlation to science to learn about the life cycle of a wolf. Using the reader's notebook, graphic organizers, and technology as tools, students can pose questions and answers as they practice using non-fiction reading strategies.

| Unit Goals | Possible Teaching Points: Can be practiced in <i>Shared Reading and Interactive Read Aloud</i> | Possible Teaching Points: Can be applied in <i>Independent Reading and Guided Reading</i> | Notes for Teachers |
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| Readers read various types of nonfiction text. | <p>Readers recognize three different types of nonfiction texts: biography, literary nonfiction, and reference (Lesson 1).</p> <p>Readers look for different text features to better understand nonfiction (Lesson 2).</p> <ul style="list-style-type: none">● Readers use text features to locate information<ul style="list-style-type: none">○ Table of contents○ Index○ Glossary○ Bibliography(Lesson 2).● Readers use text features to see how information is organized<ul style="list-style-type: none">○ Headings○ Subheadings | <p>Readers recognize three different types of nonfiction texts: biography, literary nonfiction, and reference (Lesson 1).</p> <p>Readers look for different text features to better understand nonfiction (Lesson 2).</p> <ul style="list-style-type: none">● Readers use text features to locate information<ul style="list-style-type: none">○ Table of contents○ Index○ Glossary○ Bibliography(Lesson 2).● Readers use text features to see how information is organized<ul style="list-style-type: none">○ Headings○ Subheadings | <p>During this lesson teachers can have various nonfiction books as students complete the <u>Nonfiction Scavenger Hunt</u> (p. 42). - (Lesson 1).</p> <p>In this lesson teachers will need to model different types of text features over the course of 3 days. They are listed on <u>Nonfiction Text Features</u> (p.47). This is to be used as a reference for teachers ONLY (Lesson 2).</p> <p>Each day, students can read nonfiction books while working with a partner to complete <u>How the Text Features Help</u> (p.48). - (Lesson 2).</p> |

- Introductions
 - Types of Print
 - Bullets, Asterisks and Stars
- (Lesson 2).

Readers use visual text features to better understand the text

- Photographs/Illustrations
 - Captions and Labels
 - Maps
 - Timeline
 - Inserts and Sidebars
 - Diagrams, Charts and Graphs
- (Lesson 2).

Readers identify important details about the subject of the biography (Mini-Lesson 2).

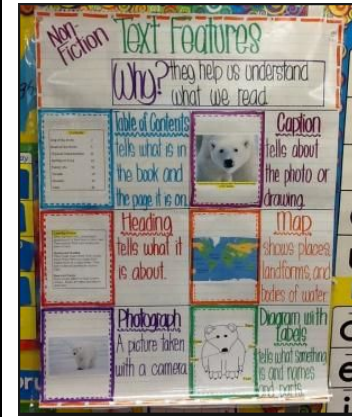
- Introductions
 - Types of Print
 - Bullets, Asterisks and Stars
- (Lesson 2).

Readers use visual text features to better understand the text

- Photographs/Illustrations
 - Captions and Labels
 - Maps
 - Timeline
 - Inserts and Sidebars
 - Diagrams, Charts and Graphs
- (Lesson 2).

Readers identify the key techniques in literary nonfiction (Mini-Lesson 1).

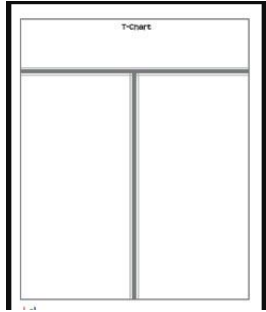
Readers identify important details about the subject of the biography (Mini-Lesson 2).



Students can use Sorting Literary Nonfiction (p. 80) during independent time to show understanding of various techniques (Mini-Lesson 1).

Teachers should refer to text, Waiting for Ice, to model key literary techniques (Mini-Lesson 1).

If time allows, students can complete Photo Plaque (p.84). Students can also write important facts about their independent reading books and explain why the author chose to write the book (Mini-Lesson 2).

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| | <p>Readers use a KWL chart to track thinking and learning (Mini-Lesson 3).</p> <p>Readers use a t-chart when they want to record two types of information and thinking (Mini-Lesson 4).</p> | <p>Readers use a KWL chart to track thinking and learning (Mini-Lesson 3).</p> <p>Readers use a t-chart when they want to record two types of information and thinking (Mini-Lesson 4).</p> | <p>Students can use the <u>K-W-L</u> chart (p. 88), Reading Notebook, or create a large K-W-L chart on chart paper with a cooperative group (Mini-Lesson 3).</p> <p>Students can create a T-chart in their Reading Notebook or create a large T-chart on chart paper with a cooperative group (Mini-Lesson 4).</p> |
| <p>Readers use strategies to learn from nonfiction books.</p> | <p>Readers preview, skim and scan nonfiction books to show what they already know. (Lesson 3).</p> <p>Readers find important facts in the text and make an inference. (Lesson 3).</p> | <p>Readers preview, skim and scan nonfiction books to show what they already know. (Lesson 3).</p> <p>Readers create a T-chart in their Reading Notebooks listing important facts and their own thinking (Lesson 3).</p> | <p>Break this lesson down into 2 days. On the 1st day teachers should concentrate on the three techniques from pg. 52. Students can work with a partner to practice the three techniques with various nonfiction books (preview, skim and scan). (Lesson 3).</p> <p>This is the 2nd day of Lesson 3. T-charts will be modeled and created in students' Reading Notebooks rather than using p. 53 (Lesson 3).</p>  <p>This lesson should span several days reinforcing all five text structures.</p> |

Readers learn about different text structures (description, chronological, comparison, problem/solution, cause and effect) to better understand the text (Lesson 4).

Readers identify problems and solutions in a nonfiction text (Lesson 5).

Readers use context clues, background knowledge, and the glossary to figure out new words (Lesson 6).

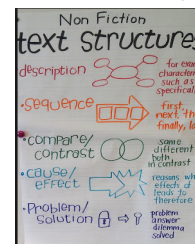
Readers use words and sentences to understand the author's purpose (Lesson 7).

Readers learn about different text structures to better understand the text (Lesson 4).

Readers use context clues, background knowledge, and the glossary to figure out new words (Lesson 6).

Readers use words and sentences to understand the author's purpose (Lesson 7).

Rather than use What Do You See? What Do You Think? p. 59, students can identify text structures in their Reading Notebook. - (Lesson 4).



This lesson should be reinforced over the course of two days. Students can use, I think It Means p. 67 to find the meanings of new words from their independent book (Lesson 6).

This lesson should be done over 2 days. Day 1 should cover "inform" and "entertain" using the read aloud, Waiting for Ice. Day 2 should cover "persuasion." Teachers can use opinion articles as an additional resource. Students can use, What's the Purpose? (p.71) or Reader's Notebook during independent reading time (Lesson 7).

Readers use strategies (who, what, when, where, why and/or how) to summarize nonfiction text (Lesson 8).

Readers use a venn diagram to compare information (Mini-Lesson 6).

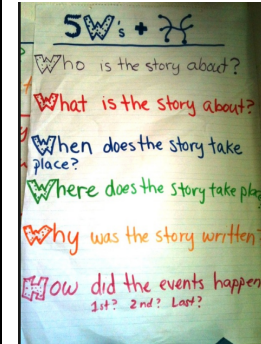
Readers think about the problems and solutions while reading about a topic (Mini-Lesson 7).

Readers use strategies (who, what, when, where, why and/or how) to summarize nonfiction text (Lesson 8).

Readers use a venn diagram to compare information (Mini-Lesson 6).

Readers think about the problems and solutions while reading about a topic (Mini-Lesson 7).

In this lesson the teacher will model the use of the 5W's (who, what, when, where, why and/or how) using, A Butterfly is Patient. Teachers can use, Summarize to Understand (p.75) as a resource. Students can use Sum it Up, (p.76) or Reader's Notebook during independent reading time (Lesson 8).



Students can use Comparison Text Structure (Venn Diagram) p. 102, large chart paper or hula hoops to compare two nonfiction texts. **Teachers should have a variety of nonfiction texts readily available for students to use when comparing* (Mini-Lesson 6).

Students can use the organizer, Problem/Solution Text Structure (p. 107) or reading Notebook while reading independently. **Teachers should have a variety of nonfiction texts readily available*

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| | <p>Readers summarize the main idea(s) and supporting details (Mini-Lesson 8).</p> <p>Readers infer the author's point of view (Mini-Lesson 10).</p> | <p>Readers summarize the main idea(s) and supporting details (Mini-Lesson 8).</p> <p>Readers use context clues to help understand unknown words within the text (Mini-Lesson 9).</p> <p>Readers make inferences to help them better understand the author's point of view (Mini-Lesson 10).</p> | <p><i>for students to use for problem and solution strategies</i> (Mini-Lesson 7).</p> <p>Students can use the organizer, <u>Description Text Structure</u> (p. 111) or any appropriate Main Idea and Supporting Details organizer (Mini-Lesson 8).</p> <p>Students can use the organizer, <u>Have a Go! It Might Mean...</u> (p. 115) while reading independently (Mini-Lesson 9).</p> <p>Teachers can give out a copy of, <u>What's the Author's Message?</u> pg.119 (Mini-Lesson 10).</p> |
| Readers become experts through important discussions about nonfiction text. | Readers understand the chronological text structure (timeline) (Mini-Lesson 5). | Readers create a timeline of key events in a biography (Mini-Lesson 5). | Students can create a timeline using, <u>Chronological Text Structure</u> (p. 95), sentence strip paper or their Reading Notebook. Students can also create a <u>Buddy Biography</u> (p. 96-98), if time allows. * <u>Buddy Biographies</u> will require an additional day or two (Mini-Lesson 5). |

We suggest you skip the following lessons: None

Celebration Ideas:

- Living Wax Museum (biography book reports)
- Google Slide Presentation (Become an Expert)
- Connect to Research Writing (Invite Parents)

Poetry: Poetry in Motion

Grade 3 Unit 4

Readers awaken their senses and create new and surprising images while uncovering the magical world of poetry. Through the use of rhythm, imagery and figurative language readers will be exposed to a variety of poems like free verse, rhymes, haiku, and odes. To build understanding of the genre of poetry, readers will use specific reading skills and strategies to work through unfamiliar text, infer meaning, build a deeper understanding of the messages, mood, images, and feelings shared through poetry. Poems are a perfect vehicle to make connections, think deeply, and analyze literature for purpose and message.

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| <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do readers understand poetry? • How do poems help readers create a picture in their mind? • How does figurative language help us understand literature? | <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Readers interpret a variety of poems and their structural elements. • Readers analyze literary elements and figurative language. • Readers uncover themes and big ideas within and across texts. |
| <p>Teaching Texts: SCHOOLWIDE:</p> <p>Mentor Texts (Read Alouds)</p> <ul style="list-style-type: none"> • <i>Every Second Something Happens: Poems for the Mind and Senses</i> by Christine San Jose and Bill Johnson (Eds.) or <i>Out of Wonder: Poems Celebrating Poets</i> by Kwame Alexander • <i>Falling Down the Page: A Book of List Poems</i> by Georgia Heard (Ed.) • <i>The Hound Dog's Haiku and Other Poems for Dog Lovers</i> by Michael J. Rosen or <i>DogKu</i> by Andrew Clements • <i>Reading, Rhyming, and 'Rithmetic</i> by Dave Crawley • <i>The Underwear Salesman: And Other Jobs for Better or Verse</i> by J. Patrick Lewis • <i>A Whiff of Pine, a Hint of Skunk: A Forest of Poems</i> by Deborah Ruddell <p>Shared Texts</p> <ul style="list-style-type: none"> • "Birds by My Window" by Robin Cohen • "Dance" by Patricia Robey • "I'm So Hungry After School!" by Karen Smith • "Summer Senses" by Julie Spreckels • "A Winter Wish" by Stephanie Morseburg <p>OTHER:</p> <ul style="list-style-type: none"> • Language Standards Staircase • Classroom Leveled Libraries • Mentor Text Author Pages & Summary Spreadsheet | <p>NJSLS-ELA NJSLS-Social Studies Career Readiness, Life Literacies, and Key Skills WIDA ELD Standards</p> <p><u>Reading Standards for Literature</u> <i>Key Ideas and Details:</i> RL.3.1, RL.3.2, RL.3.3 <i>Craft and Structure:</i> RL.3.4, RL.3.5, RL.3.6 <i>Integration of Knowledge and Ideas:</i> RL.3.7, RL.3.9 <i>Range of Reading and Level of Text Complexity:</i> RL.3.10</p> <p><u>Reading Foundation Standards</u> <i>Phonics and Word Recognition:</i> RF.3.3 <i>Fluency:</i> RF.3.4</p> <p><u>Writing</u> <i>Range of Writing:</i> W.3.10</p> <p><u>Speaking and Listening Standards</u> <i>Comprehension and Collaboration:</i> SL.3.1, SL.3.2, SL.3.3 <i>Presentation of Knowledge and Ideas:</i> SL.3.4, SL.3.5, SL.3.6</p> <p><u>Language Standards</u> <i>Knowledge of Language:</i> L.3.3B <i>Vocabulary Acquisition and Use:</i> L.3.4, L.3.5, L.3.6</p> <p><u>Career Readiness Practices</u> CRP1. CRP4.</p> |

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| | <p><u>WIDA ELD Standards</u></p> <p><i>Social and Instructional Language</i>: ELD Standard 1</p> <p><i>The Language of Language Arts</i>: ELD Standard 2</p> |
| <p>What Students Are Reading:</p> <p>Teachers can guide students to read around their reading level. This tends to be one level below, on, and above. In this unit students will need to choose fiction books as well as poetry. We suggest the following:</p> <ul style="list-style-type: none"> • Students reading levels A-I should select 8-10 books per week. • Students reading levels J-K should select 6-8 books per week. • Students reading levels L-N should select 5-6 books per week. • Students reading levels O and above should select 3-4 books per week. <p>Extra Notes:</p> <ul style="list-style-type: none"> • Teachers should have multiple copies of poems available to use throughout the unit. | <p>Unit Timeframe:</p> <p>6 Weeks</p> |
| <p>Vocabulary and Key Concepts:</p> <p>See pages 9-10 in Schoolwide: Poetry Grade 3 binder</p> <p>Alliteration- figure of speech and a stylistic literary device which is identified by the repeated sound of the first or second letter in a series of words, or the repetition of the same letter sounds</p> <p>Descriptive Details-vivid details to help the reader visualize</p> <p>Font-style of type of print</p> <p>Images-appeals directly to the reader's taste, touch, hearing, sight, or smell; vivid phrase that evokes a particular sensation in the reader's mind</p> <p>Inference- idea or conclusion that's drawn from evidence and reasoning</p> <p>Line Breaks-poetic device that is used at the end of a line, and the beginning of the next line in a poem</p> | <p>Assessments (some assessments can be in more than one category):</p> <p><u>Formative</u>: Observations, notebooks, class participation, guided reading, independent reading, conferring Pg. 112 Reading Response Rubric (From Fiction Unit and Can be Applied to Nonfiction)</p> <p><u>Summative</u>: SchoolWide reading assessments, Summative Assessment Guide and Test pg. 119-131) and teacher created assignments</p> <p><u>Benchmark</u>: Fountas & Pinnell, Word Study</p> <p><u>Alternative</u>: Options may include graphic organizers, SchoolWide Appendix pages/checklists, and additional teacher created assignments</p> |

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| <p>Literary Devices-techniques and elements—from figures of speech to narrative devices to poetic meters—that writers use to create narrative literature, poetry, speeches, or any other form of writing</p> <p>Metaphors-comparison of two unlike objects without using ‘like’ or ‘as’</p> <p>Onomatopoeia-poetic structure of words to convey how something sounds</p> <p>Personification-human qualities are given to objects or ideas</p> <p>Repetition-repeating word, phrase or image to emphasize significance</p> <p>Rhythm-expressed through stressed and unstressed syllables</p> <p>Senses/sensory-language that connects to the five senses (sight, sound, smell, taste, touch) to create an image or description</p> <p>Similes-comparison of two unlike objects using ‘like’ or ‘as’</p> <p>Stanza-division of four or more lines having a fixed length, meter, or rhyming scheme</p> <p>White Space-area around the poem</p> <p>Word Choice-selection of words as determined by a number of factors, including meaning (both denotative and connotative), specificity, level of diction, tone, and audience</p> | |
| <p>Reading Foundation Skills: <i>Building Vocabulary</i></p> | <p>Differentiation Strategies:</p> <ul style="list-style-type: none"> • Strategy and flexible groups based on formative assessment or student choice • Guided reading groups • One:One conferring with teacher • Student selected goals for reading • Level of independence • Consult mentor texts to support reading strategies • ELL Supports and Extension activities are included with each lesson • Differentiation Strategies for Special Education Students • Differentiation Strategies for Gifted and Talented Students • Differentiation Strategies for ELL Students • Differentiation Strategies for At Risk Students • Differentiation Strategies for Students with a 504 |

Interdisciplinary Connections: Model interdisciplinary thinking to expose students to other disciplines

Social Studies: Amistad Mandate

Career Readiness, Life Literacies, & Key Skills: 9.4.5.TL.3

In this unit, students will have the opportunity to think creatively about the genre of poetry while appreciating the language and poetic choices that help make the genre so creative. Out of Wonder can be used to address the Amistad Mandate and *The Underwear Salesman: And Other Jobs for Better or Verse* provides a look at a variety of careers from the obvious to the obscure. Students can use their devices to create, type and illustrate a poem to share.

| Unit Goals | Possible Teaching Points: Can be practiced in <i>Shared Reading and Interactive Read Aloud</i> | Possible Teaching Points: Can be applied in <i>Independent Reading and Guided Reading</i> | Notes for Teachers |
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| Readers interpret a variety of poems. | <p>Readers recognize different features of poems (Lesson 1).</p> <p>Readers can better understand the bigger meaning by comparing two poems (Lesson 8).</p> | <p>Readers recognize different features of poems (Lesson 1).</p> <p>Readers can better understand the bigger meaning by comparing two poems (Lesson 8).</p> <p>Readers break down poems into stanzas to build comprehension (Mini-Lesson 1).</p> <p>Readers recognize how line breaks and whitespace are the punctuation of poetry (Mini-Lesson 2).</p> | <p>Teachers can create the anchor chart <u>Looking at Poetry</u> (p.33) Students in a pair / share can come up with things that they notice in the poems. Students can use <u>What Do You See?</u> (p.34) during the read aloud or independently (Lesson 1).</p> <p>Teachers can reference <u>Side by Side</u> (pg.66) and model the similarities and differences of a poem. Students can create a venn diagram in their reading notebook to compare and contrast two poems (Lesson 8).</p> <p>Students can use <u>From Start to Finish</u> (pg.71) to summarize each stanza independently (Mini-Lesson 1).</p> <p>Students can either read independently or pair / share to</p> |

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| | <p>Readers notice that poetry can start with lowercase letters absent of punctuations. Readers notice that poems can be written with slang, dialect, regional differences, horizontally, vertically and use white space.</p> | <p>Readers break down poems into stanzas or lines to build comprehension (Mini-Lesson 5).</p> <p>Readers recognize and observe differences between the conventions of spoken and written standard English.</p> | <p>check for appropriate fluency (Mini-Lesson 2). Teachers can use (pg.71) from mini lesson 1 as independent practice. This mini lesson reinforces the concept taught in mini lesson 1 (Mini-Lesson 5).</p> |
| <p>Readers analyze literary elements and figurative language.</p> | <p>Readers identify the poet's use of repetition, alliteration, and onomatopoeia and how it helps them understand the poem (Lesson 2).</p> <p>Readers use their five senses to create an image to better understand the poem (Lesson 3).</p> | <p>Readers identify the use of repetition, alliteration, and onomatopoeia and how it helps them understand a text (Lesson 2).</p> <p>Readers use their five senses to create an image to better understand the poem (Lesson 3).</p> | <p>Students can use <u>I Hear It</u> (p.38) with a partner and read poems from the previous lesson. <i>*Teachers should have a variety of poems readily available for students to identify the various literary elements.</i> (Lesson 2).</p> <p>Students can also look for figurative language in their just right books.</p> <p>Students can draw the picture that comes to mind in their reading notebook. This lesson can span over a few days with various types of poems. Teachers can create a five senses anchor chart (Lesson 3).</p> |

Readers use background knowledge and poem's content to understand unfamiliar words (Lesson 6).

Readers use fix up strategies to monitor their understanding (Lesson 7).

Readers use sensory details to help them understand unfamiliar words and phrases (Mini-Lesson 3).

Readers analyze specific words and phrases to understand the mood of the poem (Mini-Lesson 6).

Readers identify and understand similes, metaphors, and personification in a poem (Mini-Lesson 7 - Part 1).

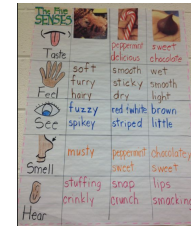
Readers use background knowledge to understand unfamiliar words (Lesson 6).

Readers use fix up strategies to monitor their understanding (Lesson 7).

Readers use sensory details to help them understand unfamiliar words and phrases (Mini-Lesson 3).

Readers will analyze specific words and phrases to understand the mood of texts (Mini-Lesson 6).

Readers identify and explain the meaning of similes, metaphors, and personification (Mini-Lesson 7 - Part 1).

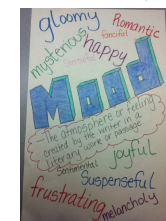


Teachers should use What I Know -What I don't Know (pg.57) together to model how to break down the meaning of words or phrases (Lesson 6).

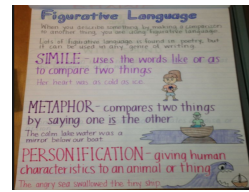
Teachers can reference (pg.61) to create an anchor chart during the read aloud. Students can use Monitoring Meaning (Pg.62) when working with poems independently (Lesson 7).

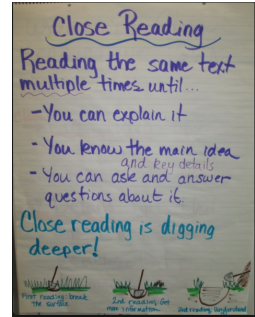
Teachers can model I Can Sense It (pg.79) and then have students complete the page independently (Mini-Lesson 3).

Teachers can use In the Mood (pg.93) as a formative assessment. Teachers should model different types of moods and emotions in a poem (Mini-Lesson 6).



Teachers should model similes,

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| | <p>Readers use the similes, metaphors, and personification to infer main messages of poems (Mini-Lesson 7 - Part 2).</p> | <p>Readers use the similes, metaphors, and personification to infer main messages of texts (Mini-Lesson 7 - Part 2).</p> | <p>metaphors, and personification by creating an anchor chart. Students should independently identify these literary devices in their reader's notebook (Mini-Lesson 7 - Part 1).</p>  <p>Teachers should create a T-Chart (Figurative Language / What Does It Mean) on an anchor chart. Students can create the same chart in their notebook for independent practice. This lesson can span over a few days to identify all three literary elements (Mini-Lesson 7 - Part 2).</p> |
| <p>Readers uncover themes and big ideas within and across texts.</p> | <p>Readers can better understand the bigger meaning if they understand the poet's inspiration (Lesson 4).</p> <p>Readers identify how words in a poem can create a feeling to better understand the central messages of the poem (Lesson 5).</p> <p>Readers use structural clues to recognize the main ideas or the messages of poems (Mini-Lesson 4).</p> | <p>Readers identify how words in a text can create a feeling to better understand the central messages of texts (Lesson 5).</p> | <p>Teachers can model the first part of <u>Inspire Me</u> (pg.48) and have students pair / share the second part of the graphic organizer with a different poem (Lesson 4).</p> <p>Teachers can model the first part of <u>I Feel</u> (pg.53) and have students pair / share the second part of the graphic organizer with a different poem (Lesson 5).</p> <p>This lesson can be done over several days. Teachers should model <u>Follow the Clues</u> (pg.84) to show various techniques in a poem. Students can create the chart in their reader's notebook</p> |

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| | | <p>Readers use the strategies of rereading and monitoring to deepen their understanding of texts (Mini-Lesson 9).</p> | <p>(Mini-Lesson 4).</p> <p>Teachers can create a T-Chart (First Read /Second Read) and model noticing different details about the poem. Teacher should model noticing the poetry elements given on (pg.112) (Mini-Lesson 9).</p>  |
| | <p>Readers synthesize all elements of a poem to understand the poet's message (Mini-Lesson 10).</p> | <p>Readers synthesize all elements of a poem to understand the poet's message (Mini-Lesson 10).</p> | <p>This lesson can span over several days to practice identifying the different elements of a poem shown on (pg.112). Students can use <u>Piece by Piece</u> (pg.112) during their independent practice (Mini-Lesson 10).</p> |

We suggest you SKIP the following:

- Mini Lesson 8

Celebration Ideas:

- Students can create their own poems.
- Teacher can create a class poetry book.
- Poetry Cafe - invite parents and other special guests to come hear students recite their favorite poems aloud.

Social Studies: Communities Past and Present

Grade 3 Unit 5

Readers are readers no matter what! This unit allows students to immerse themselves in learning the content of social studies while connecting to a deeper understanding of a variety of texts. Students will use reading and writing skills and strategies to acquire new knowledge, analyze information, and develop a greater interpretation of perspective. Students will develop their background knowledge and use various reading strategies to acquire new information to become experts on a topic and will communicate their ideas fluently and precisely.

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| <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is it important to read different types of nonfiction books? • How can you become an expert on a topic? • How can you communicate your understanding about a topic? • How and why do communities change over time? | <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Readers read various types of nonfiction text. • Readers use strategies to learn from nonfiction books and compare across the same topic. • Readers become experts through important. discussions about nonfiction text. • Readers can respond in writing to nonfiction texts. |
| <p>Teaching Texts: SCHOOLWIDE:</p> <p>Mentor Communities Mentor Texts (Read Alouds)</p> <ul style="list-style-type: none"> • <i>Games from Long Ago</i> by Bobbie Kalman • <i>The House on Maple Street</i> by Bonnie Pryor • <i>If You Lived 100 Years Ago</i> by Ann McGovern • <i>My Chinatown, One Year in Poems</i> by Kam Mak • <i>My Community Long Ago</i> by Bobbie Kalman • <i>Old Penn Station</i> by William Low <p>Shared Texts & Documents</p> <ul style="list-style-type: none"> • “Communications TimeLine” • “Grandpa Says” by Ed Combs • “Penn Station: Then and Now” • “Transportation in the Olden Days: Historical Photos” <p>Mentor Grammar Texts (Read Alouds)</p> <ul style="list-style-type: none"> • <i>Diary of a Fly</i>, Cronin • <i>The Girl’s Like Spaghetti: Why, You Can’t Manage Without Apostrophes!</i>, Truss • <i>The Great Fuzz Frenzy</i>, Stevens and Crummel • <i>If You Were a Preposition</i>, Loewen • <i>I’m and Won’t, They’re and Don’t: What’s a Contraction?</i> Cleary • <i>Kites Sail High: A Book About Verbs</i>, Heller • <i>On the Same Day in March: A Tour of the World’s Weather</i>, Singer • <i>Someday</i>, Spinelli | <p>NJSLS-ELA NJSLS-Social Studies NJSLS-Comprehensive Health and Physical Ed. Career Readiness, Life Literacies, and Key Skills WIDA ELD Standards</p> <p><u>Reading Standards for Literature</u> <i>Key Ideas and Details:</i> RL.3.1, RL.3.2 <i>Craft and Structure:</i> RL.3.5 <i>Range of Reading and Level of Text Complexity:</i> RL.3.10</p> <p><u>Reading Standards for Informational Text</u> <i>Key Ideas and Details:</i> RI.3.1, RI.3.2, RI.3.3 <i>Craft and Structure:</i> RI.3.4, RI.3.5, RI.3.6 <i>Integration of Knowledge and Ideas:</i> RI.3.7, RI.3.9 <i>Range of Reading and Level of Text Complexity:</i> RI.3.10</p> <p><u>Reading Foundation Standards</u> <i>Phonics and Word Recognition:</i> RF.3.3 <i>Fluency:</i> RF.3.4</p> <p><u>Writing Standards</u> <i>Text Types and Purposes:</i> W.3.1, W.3.2 <i>Production and Distribution of Writing:</i> W.3.4, W.3.5 <i>Research to Build and Present Knowledge:</i> W.3.7, W.3.8 <i>Range of Writing:</i> W.3.10</p> |

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| <ul style="list-style-type: none"> • <i>Surprising Sharks</i>, Davies • <i>Swish!</i>, Martin and Simpson <p>OTHER:</p> <ul style="list-style-type: none"> • Language Standards Staircase • SchoolWide Grammar Binder • Classroom Leveled Libraries • Mentor Text Author Pages & Summary Spreadsheet | <p><u>Speaking and Listening Standards</u> <i>Comprehension and Collaboration</i>: SL.3.1, SL.3.2, SL.3.3 <i>Presentation of Knowledge and Ideas</i>: SL.3.4, SL.3.6</p> <p><u>Language Standards</u> <i>Conventions</i>: L.3.1 A. B. D, L.3.2 <i>Knowledge of Language</i>: L.3.3 <i>Vocabulary Acquisition and Use</i>: L.3.4, L.3.6</p> <p><u>Career Readiness Practices</u> CRP1. CRP4. CRP8. CRP9.</p> <p><u>WIDA ELD Standards</u> <i>Social and Instructional Language</i>: ELD Standard 1 <i>The Language of Language Arts</i>: ELD Standard 2 <i>The Language of Social Studies</i>: ELD Standard 5</p> |
| <p>What Students Are Reading: Teachers can guide students to read around their reading level. This tends to be one level below, on, and above. In this unit students will need to choose nonfiction books, articles, biographies, poetry, and informational websites. We suggest the following:</p> <ul style="list-style-type: none"> • Students reading levels A-I should select 8-10 books per week. • Students reading levels J-K should select 6-8 books per week. • Students reading levels L-N should select 5-6 books per week. • Students reading levels O and above should select 3-4 books per week. <p>Teachers should have available multiple independent nonfiction books about various topics. (more than 1 text per topic).</p> | <p>Unit Timeframe: 4 Weeks Reading shared with 3 Weeks of Writing</p> |

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| <p>Vocabulary and Key Concepts: See pages 10 – 12 in Schoolwide: Communities: Past and Present Grade 3 binder. First hand account – direct personal observations or experiences Second hand account – not directly known or experienced</p> | <p>Assessments (some assessments can be in more than one category): <u>Formative:</u> Observations, notebooks, class participation, guided reading, independent reading, conferring Pg. 112 Reading Response Rubric (From Fiction Unit and Can be Applied to Nonfiction), SchoolWide diary grammar assignment and reflection <u>Summative:</u> SchoolWide reading assessments (Link-It and in the binder), Summative Assessment Guide and Test (125-138), SchoolWide Tri-fold, and teacher created assignments <u>Benchmark:</u> Fountas & Pinnell, Word Study <u>Alternative:</u> Options may include graphic organizers, SchoolWide Appendix pages/checklists, and additional teacher created assignments Extra Notes: <ul style="list-style-type: none"> ● Fact-Question -Response chart is used in various lessons across this unit. Students can either create this in their reader’s notebook or teachers can make copies of the graphic organizer to collect for assessment. ● Matrix chart is used in various lessons across this unit. Teachers can recreate this chart to make it more student friendly. </p> |
| <p>Reading Foundation Skills: <i>Building Vocabulary</i></p> | <p>Differentiation Strategies:</p> <ul style="list-style-type: none"> ● Strategy and flexible groups based on formative assessment or student choice ● Guided reading groups ● One:One conferring with teacher ● Student selected goals for reading ● Level of independence ● Consult mentor texts to support reading strategies ● ELL Supports and Extension activities are included with each lesson ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students |

- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)
- [Differentiation Strategies for Students with a 504](#)

Interdisciplinary Connections: Model interdisciplinary thinking to expose students to other disciplines

Social Studies Standards: 6.1.5.EconNM.4, 6.1.5.HistoryCC.2, 6.1.4.D.20, Asian Americans and Pacific Islanders (AAPI) Mandate

Career Readiness, Life Literacies, & Key Skills: 9.4.5.CI.2, 9.4.5.DC.8, 9.4.5.TL.3

In this unit, students will learn how society has evolved over time. During the unit, students will learn about how inventions in machinery have transformed how we communicate and travel using *Games from Long Ago*, *If You Lived 100 Years Ago* and *My Community Long Ago*. Teachers can foster interdisciplinary connections by posing questions on how to improve current technological advances when considering the impact some of the inventions have had for our planet and environment. Students will also have the opportunity to learn about the Chinese influence in Chinatown, thus depicting the melding of culture as in, *My Chinatown*, *One Year in Poems*, which can also be used to address the AAPI Mandate. Teachers can also highlight the heritage of the author William Low, Old Penn, to address the AAPI Mandate. Teachers can also use the shared reading, *On the Same Day in March: A Tour of the World's Weather*, to investigate climate change using student computer devices.

| Unit Goals | Possible Teaching Points: Can be practiced in <i>Shared Reading and Interactive Read Aloud</i> | Possible Teaching Points: Can be applied in <i>Independent Reading and Guided Reading</i> | Notes for Teachers |
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| Readers use strategies to learn from nonfiction books and compare across the same topic. | Readers use essential questions to help them build understanding of the topic (Lesson 1). | Readers use essential questions to help them build understanding of the topic (Lesson 1). | This lesson can span over several days. Teachers can model <u>Fact-Question Response</u> (pg.34-35) and can also use it during independent reading. Students should use sticky notes to jot down important facts and questions during their independent reading. Fact-Question Response chart appears throughout the unit and can be created in the student's reading notebook (Lesson 1). |

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| | <p>Readers understand content specific vocabulary to better understand text (Lesson 2).</p> <p>Readers are evaluating their questions by looking for key details in the text (Lesson 3).</p> <p>Readers use questioning strategies to continue to deepen their understanding about a topic (Lesson 5).</p> <p>Readers deepen their understanding of the text by rereading confusing parts of the text (Lesson 6) Part 1.</p> <p>Readers begin to draw connections across various texts on the same topic (Lesson 6) Part 2.</p> | <p>Readers understand content specific vocabulary to better understand text (Lesson 2).</p> <p>Readers are evaluating their questions by looking for key details in the text (Lesson 3).</p> <p>Readers deepen their understanding of the text by rereading confusing parts of the text (Lesson 6) Part 1.</p> | <p>Teachers can modify and model <u>Important Vocabulary</u> (pg.41) by removing the last two columns. Students can create the chart in their reading notebook and use it during their independent reading time (Lesson 2).</p> <p>This lesson builds on Lesson 1 where you can use the <u>Fact-Question Response</u> chart you created. Students should expand their responses in the chart based on the new details they have read. Teachers can span this lesson over several days (Lesson 3).</p> <p>Teachers should continue to model finding important information and creating questions. Teachers can use questions 2,3, and 4 on (pg.55) as an anchor chart to show different types of questioning (Lesson 5).</p> <p>This lesson can span over a few days. Teacher will model <u>Help is on the Way</u> (pg.59). Teachers can create an anchor chart with the class and then have students create a blank chart <u>Help is on the Way</u> in their reader's notebook (Lesson 6) Part 1.</p> <p>Teachers can use <u>Matrix</u> (pg.60) to make connections across two texts (Lesson 6) Part 2.</p> |
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| | <p>Readers create a timeline to deepen understanding of how change happens over time (Lesson 7) Part 1.</p> <p>Readers analyze text and begin to discuss different points of view (Lesson 7) Part 2.</p> <p>Readers organize notes from multiple sources to build comprehension of the essential question (Lesson 8, Mini-Lesson 1 and 2).</p> <p>Readers compare primary and secondary sources to build comprehension of the essential question (Mini-Lesson 4, 5, and 6).</p> | | <p>Teachers use the read aloud to create a timeline and students can create this in their reader's notebook (Lesson 7) Part 1.</p> <p>In this lesson teachers should use the <u>Fact-Question-Response</u> with students to create questions from different points of view (Lesson 7) Part 2.</p> <p>Teacher will model taking notes by using <u>Matrix</u> (pg.60). Students can also do this in their notebook (Lesson 8).</p> <p>Teachers can refer back to the Matrix used in Lesson 8 and add on to the chart. During each lesson a teacher can model adding to the chart for each essential question (Mini-Lesson 1 and 2).</p> <p>Students look at photographs as a primary source and add new information to the Matrix. Teachers use different photographs for each lesson and provide students with copies. Teachers can use Photo Analysis Worksheet (pg.85) as independent practice. At the end of these lessons teachers should engage students in conversation about the essential questions (Mini-Lesson 4, 5, and 6).</p> |
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| <p>Readers become experts through important discussions about nonfiction text.</p> | <p>Readers read text to increase their knowledge and share it with others.</p> <p>Readers review and reflect on their knowledge of the topic (Mini Lesson 7).</p> <p>Readers synthesize information related to their own thoughts and experiences (Mini-Lesson 8).</p> | <p>Readers point out the details in the pictures or diagrams that highlight what they're saying. Readers link previous learning to the new information by flipping back and forth to show pictures and by explaining how those pictures go together.</p> <p>Readers use a teaching voice to emphasize what is important. Readers act out what they learned and invite their partner to join in.</p> <p>Readers go back to the text and share/read a <i>small</i> part that supports what they are saying. Readers review and reflect on their knowledge of the topic (Mini Lesson 7).</p> <p>Readers synthesize information related to their own thoughts and experiences (Mini-Lesson 8).</p> | <p>Teacher can review the Matrix and model discussing important ideas. Students with a partner can complete <u>Let's Sum it Up</u> (pg.98) (Mini Lesson 7).</p> <p>Teachers should model completing the <u>Let's Synthesize</u> (pg.102) and students can recreate the chart in their reader's notebook (Mini-Lesson 8).</p> |
| <p>Readers can respond in writing to nonfiction texts.</p> | | <p>Readers collect relevant information about the history of their community (Mini-Lesson 9 and 10).</p> | <p>This lesson will span over several days. Teachers should display a Tri-Fold <u>Display</u> to model the finished product. Teachers should have various books about the history of New Jersey available for student's research. Teachers can have students do research with partners. Students should collect information in their notebook or add on to their Matrix (Mini-Lesson 9 & 10).</p> |

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| | | <p>Readers collect relevant information about their modern community (Mini-Lesson 11).</p> <p>Students formulate an opinion based upon their research (Mini-Lesson 12).</p> <p>Grammar Lesson-Use skills from culminating mini lessons and apply to opinion pieces.</p> | <p>During this lesson students are researching information about the Today part of their Tri-Fold (Mini-Lesson 11).</p> <p>Teachers and students can use the rubric (pg.120) to evaluate their Tri-Fold (Mini-Lesson 12).</p> <p>Students will write an opinion piece about their choice of living in the present day or 100 years ago.</p> |
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We suggest you skip the following lessons: None

Teacher Notes:

- Grammar Mini-Lesson incorporated into this unit:
 - Culminating Mini-Lesson

Celebration Ideas:

- Tri Fold Presentation
- Students in small groups can do research and create a Tri Fold or a Google Slides on a topic of their choosing.
- Opinion writing piece on whether they would like to live in the present day or 100 years ago based on the knowledge they learned and researched on transportation, architecture, and recreation.
- Opinion piece in diary format if they lived 100 years ago(Grammar Lesson 3-This was from the Fiction binder).