



PISCATAWAY TOWNSHIP SCHOOLS

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Superintendent of Schools

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Curriculum and Instruction

Grade 3 English Language Arts

Content Area: Readers Workshop

Grade Span: Grade 3

Revised by:

Presented by:

Approval date: August 12, 2021

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COURSE OVERVIEW

Description		
<p>Teachers College Reading and Writing Project is a research-based curriculum that is aligned with the Common Core State Standards. It is a workshop model, which allows teachers to meet standards and provide students the time and support they need to grow into fluent readers and writers. Within the workshop structure, teachers are able to address both the whole group’s needs as well as differentiating for the needs of small groups and individuals.</p>		
Goals		
<p>The goal of workshop is to prepare students for any reading and writing task they may face or set themselves, to turn them into life-long, confident readers and writers who display independence in their future endeavors. Students will reach these goals while working with titles that support the Holocaust/Amistad/LGBTQ Crosswalk.</p>		
Scope and Sequence		
Unit	Topic	Length
Unit 1	Building a Reading Life	19 sessions
Unit 2	Reading to Learn: Grasping Main Ideas and Text Structures	19 sessions
Stand-Alone Book	Mystery: Foundational Skills in Disguise	18 sessions
Unit 3	Character Studies	Test Prep (From TC Yearly)
Unit 4	Research Clubs: Elephants, Penguins, and Frogs, Oh My!	Test Prep (From TC Yearly)
If...Then...Unit	Social Issues Book Clubs – Across Fiction and Nonfiction	approx. _ sessions
Resources		
<p>Core Text: The Reading and Writing Units of Study (by Lucy Calkins and Colleagues from Teachers College Reading and Writing Project)</p> <p>Suggested Resources: Grade-level reading and writing units and mentor texts, User Guides, Grade-level Google Drive, Heinemann online resources (that correspond with each unit), The Reading and Writing Project website</p> <p>Additional Read Aloud Resources That Support the Holocaust/Amistad/LGBTQ Crosswalk</p> <p><i>Indian Shoes</i> by Cynthia Leitich Smith <i>Each Kindness</i> by Jacqueline Smith <i>Those Shoes</i> by Maribeth Boelts <i>The Big Orange Splot</i> by Daniel Manus Pinkwater <i>Chrysanthemum</i> by Kevin Henkes <i>Dancing In The Wings</i> by Debbie Allen <i>The Hundred Dresses</i> by Eleanor Estes <i>Spaghetti In A Hot Dog Bun: Having The Courage To Be Who You Are</i> by Maria Dismondy <i>Oliver Button Is A Sissy</i> by Tomie DePaola <i>Stand Up To Bullying</i> by Frank Murphy</p>		

Yard Sale by Eve Bunting
A Bike Like Sergio's by Maribeth Boelts
Two Homes by Claire Masurel
Families With A Single Parent by Tanya Dellaccio
Planting Stories: The Life Of Librarian And Storyteller Pura Belpre by Anika Aldamuy Denise

ALL UNITS: INSTRUCTIONAL FOCUS

Summary and Rationale

Teachers College Reading and Writing Project is a research-based curriculum that supports the students' individual needs in becoming independent readers and writers.

New Jersey Student Learning Standards

NJSLS – Reading, Writing, Speaking and Listening, Language (key standards)

Standard: Reading

RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
RL.3.3	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
RI.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI.3.6	Distinguish their own point of view from that of the author of a text.
RI.3.7	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
RI.3.10	By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
Standard: Writing	
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons. A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. B. Provide reasons that support the opinion. C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. D. Provide a conclusion.
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. B. Develop the topic with facts, definitions, and details. C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. D. Provide a conclusion.
W.3.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. C. Use temporal words and phrases to signal event order. D. Provide a sense of closure.
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.3.6	With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
W.3.7	Conduct short research projects that build knowledge about a topic.
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Standard: Speaking & Listening	
SL.3.1	Engage effectively in a range of collaborative discussions
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL.3.5	Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Standard: Language	
L.3.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. B. Form and use regular and irregular plural nouns. C. Use abstract nouns (e.g., <i>childhood</i>). D. Form and use regular and irregular verbs. E. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses. F. Ensure subject-verb and pronoun-antecedent agreement. G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. H. Use coordinating and subordinating conjunctions. I. Produce simple, compound, and complex sentences.

L.3.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> A. Capitalize appropriate words in titles. B. Use commas in addresses. C. Use commas and quotation marks in dialogue. D. Form and use possessives. E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). F. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words. G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
L.3.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> A. Choose words and phrases for effect. B. Recognize and observe differences between the conventions of spoken and written standard English.
L.3.4	<p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> A. Use sentence-level context as a clue to the meaning of a word or phrase. B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>). D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
L.3.5	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). B. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).
L.3.6	<p>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>

UNIT 1: Building a Reading Life

Summary and Rationale	
<p>Unit 1, <i>Building a Reading Life</i> is a unit devoted to helping students develop lifelong habits of strong readers, including choosing books wisely, getting a lot of reading done and keeping track of their progress. The comprehension skills that are highlighted are envisioning, predicting, and retelling. Strategies to tackle difficult words are also highlighted.</p>	
Recommended Pacing	
<p>Bend I: Making a Reading Life: The goal of this bend is to help students build a powerful reading life through attention to the power of reading, the importance of reading volume, giving self-assessments, setting, and tracking goals and conversing about their books. (6 sessions)</p> <p>Bend II: Understanding the Story: The goal of this bend is to teach students to monitor their comprehension with a variety of strategies, such as envisioning, predicting, collecting information, retelling etc. (6 sessions)</p> <p>Bend III: Tackling More Challenging Texts: The goal of this bend is to focus on supporting students with strategies for tackling challenges in their reading life. Students will be encouraged to read with more stamina and read more complex texts by setting goals and asking and answering high-order questions.(7 sessions)</p>	
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RL.3.3	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
RL.3.7	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
RI.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.6	Distinguish their own point of view from that of the author of a text.
RI.3.10	By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
Standard: Writing	
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons. A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. B. Provide reasons that support the opinion. C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. D. Provide a conclusion.
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. B. Develop the topic with facts, definitions, and details. C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. D. Provide a conclusion.
W.3.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. C. Use temporal words and phrases to signal event order. D. Provide a sense of closure.
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
Standard: Speaking and Listening	
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). B. Explain their own ideas and understanding in light of the discussion.
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Standard: Language

L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none">A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.B. Form and use regular and irregular plural nouns.C. Use abstract nouns (e.g., <i>childhood</i>).D. Form and use regular and irregular verbs.E. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.F. Ensure subject-verb and pronoun-antecedent agreement.G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.H. Use coordinating and subordinating conjunctions.I. Produce simple, compound, and complex sentences.
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none">A. Capitalize appropriate words in titles.B. Use commas in addresses.C. Use commas and quotation marks in dialogue.D. Form and use possessives.E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).F. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none">A. Choose words and phrases for effect.B. Recognize and observe differences between the conventions of spoken and written standard English.
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none">A. Use sentence-level context as a clue to the meaning of a word or phrase.B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. <ul style="list-style-type: none">A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).B. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).C. Distinguish shades of meaning among related words that describe states of mind or degrees of

	certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).

Instructional Focus

Unit Enduring Understandings

- Effective readers choose books that are just right.
- Effective readers build a powerful reading life by creating a plan, monitoring their reading and tracking their progress.
- Effective readers set up systems to find and share books.
- Effective readers check for comprehension.
- Effective readers follow textual clues and shift between envisioning and assembling facts.
- Effective readers make predictions by using details and drawing on specifics from the text.
- Effective readers retell their stories.
- Effective readers tackle complex texts by using word solving skills
- Effective readers ask and answer high- order questions to raise their level of thinking.

Unit Essential Questions

- How do you know if a book is too hard for you? Too easy? Just right?
- Why is reading an important skill to have in life? What are some examples?
- How does asking and answering questions help me understand what I am reading?
- If I don't understand a new word, what strategies can I use to figure it out?
- How does asking and answering questions help me understand what I am reading?
- How can readers hold themselves accountable to the text?
- How can readers build their stamina and fluency?

Objectives

Students will know how to make a reading life, how to understand the story, and how to tackle more challenging texts

Students will be able to:

- create reading plans to set themselves up for the best possible reading lives, and put their plans into action.
- understand what a just right book looks like.
- read books as if they are gold.
- set reading goals, track their progress and work towards new goals.
- set up systems to find and share books and work in partnerships.
- understand a story by giving themselves a comprehension check.
- follow textual clues and know when to shift their thinking to envisioning and assembling facts (collecting information).
- draw on many elements to make predictions.
- make predictions that not only tell the main things they think are likely to happen later in the story, but also include details about how those things might happen.
- retell stories using details from the text.

- lift their level of reading and recruit partners to support them.
- tackle complex texts by using a repertoire of strategies, such as using context clues, looking for synonyms, looking for antonyms, or thinking about the gist of the word.
- make sense of figurative language.
- notice when a text prompts them to ask questions and revisit earlier parts of the text to come up with possible answers.
- consider/identify the author’s purpose.

Resources

Core Text:

- Unit 1- *Building a Reading Life*

Core Mentor Texts:

- *Stone Fox* by John Reynolds Gardiner

Additional Read Aloud Resources that Support the Holocaust/Amistad/LGBTQ Crosswalk:

- *Indian Shoes* by Cynthia Leitich Smith
- *Each Kindness* by Jacqueline Woodson

Suggested Resources:

Anchor Charts:

- Make Reading the Best It Can Be chart
- Signs to Watch For chart
- Signs for Watch For When Choosing a Book chart
- Questions to Ask to Get to Know a Reading Partner chart
- Tips for Interviewing a Reader chart
- Readers Understand A Story chart
- Ways Partners Can Work Together to Lift the Level of Each Other's Reading Work chart
- Readers Give Themselves A Comprehension Check chart
- Readers Climb the Hurdle of Hard Words chart
- Clues Authors Leave Readers chart

Additional Resources:

- Narrative Reading Learning Progression
- Reading Grit Test
- Reading Log
- Reading Fast, Long and Strong Bookmark
- Comprehension Check Bookmark
- Why did the author include that? (Questions)
- Pre-assessment: “Abby Takes Her Shot”
- Post assessment: “The Yard Sale”

UNIT 2: Reading to Learn: Grasping Main Ideas and Text Structures

Summary and Rationale

Unit 2, *Reading to Learn: Grasping Main Ideas & Text Structures* supports students in developing a rich nonfiction reading life where they will read with this question in mind, “What does the author want me to learn?” This unit involves teaching children to read expository nonfiction with eagerness, interest, fluency, discovering the main ideas and recognizing the infrastructure of a text. This unit involves shifting to higher-level comprehension; reminding readers to read differently and participate in conversations, which will help readers to grow ideas.

Recommended Pacing

Bend I: Determining Importance in Expository Texts: The goal of this bend is to teach students to overview expository texts in ways that ready their minds for gleaning main ideas and supporting details. This bend also focuses on using text features, pop-out sentences, draft and revise their idea of the text’s main ideas as they read on. (6 sessions)

Bend II: Lifting the Level of Thinking about Expository Texts: The goal of this bend is to teach students to think and turn back to the texts. Students will look over interesting parts to help them cast for ways to say a big idea. When teaching students to grow ideas from what they read, helping them to determine the author’s perspective. (4 sessions)

Bend III: Synthesizing and Growing Ideas in Narrative Nonfiction: This bend focuses on teaching students that they can also benefit from reading narrative nonfiction texts with alertness on structure. Students can read biographies through two different lenses-the lens of a story and the lens of reading for information. Students will return to the work of figuring out tricky parts, synthesizing, growing ideas and summarizing the text. (9 sessions)

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	technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
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W.3.7	Conduct short research projects that build knowledge about a topic.
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Standard: Speaking and Listening	
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). C. Ask questions to check understanding of information presented, stay on topic, and link their

	<p>comments to the remarks of others.</p> <p>D. Explain their own ideas and understanding in light of the discussion.</p>
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Standard: Language	
L.3.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>B. Form and use regular and irregular plural nouns.</p> <p>C. Use abstract nouns (e.g., <i>childhood</i>).</p> <p>D. Form and use regular and irregular verbs.</p> <p>E. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p> <p>F. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>H. Use coordinating and subordinating conjunctions.</p> <p>I. Produce simple, compound, and complex sentences.</p>
L.3.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize appropriate words in titles.</p> <p>B. Use commas in addresses.</p> <p>C. Use commas and quotation marks in dialogue.</p> <p>D. Form and use possessives.</p> <p>E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>F. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.</p> <p>G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
L.3.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Choose words and phrases for effect.</p> <p>B. Recognize and observe differences between the conventions of spoken and written standard English.</p>
L.3.4	<p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>B. Determine the meaning of the new word formed when a known affix is added to a known word</p>

	<p>(e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <p>C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p> <p>D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
L.3.5	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>B. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p>
L.3.6	<p>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>

Instructional Focus

Unit Enduring Understandings

- Effective readers rev up their minds for reading nonfiction by recalling prior knowledge and building expectations.
- Effective readers summarize expository nonfiction by identifying the main idea and supporting details.
- Effective readers teach others what they've learned as a way to hold onto new information.
- Effective readers analyze their own reading skills by reflecting on what they do well and what they could improve upon, then setting goals.
- Effective readers effectively separate their perspective on a topic from the perspective of the text they are reading.
- Effective readers collaborate with partners to improve their conversational skills.
- Effective readers use different ways of reading for different text structures such as expository nonfiction, narrative nonfiction, and hybrid texts.
- Effective readers summarize narrative nonfiction by recognizing important details that contribute to the overarching storyline.
- Effective readers follow textual clues to shift between reading to understand the story and reading to learn information.
- Effective readers seek out unifying ideas behind the texts they read.

Unit Essential Questions

- What can I do to rev my mind up for reading nonfiction texts?
- How does understanding the element of a genre help you become an effective reader?
- How do expository nonfiction and narrative nonfiction texts differ?
- How can you become an expert on a topic?
- How do text structures help you understand texts?
- How do I identify main idea and details in informational text?
- Why read nonfiction?
- What is the author's angle or perspective? How is it different from my own?
- What does a reader gain by summarizing a text?

- What ideas can I glean from a nonfiction text?

Objectives

Students will know how to determine importance in expository texts, how to lift the level of thinking in expository texts, and how to synthesize and grow ideas in narrative nonfiction.

Students will be able to:

- prepare to read nonfiction by previewing it, identifying the parts, and thinking about how the book seems like it will go.
- pause along the way to summarize important information, so that they take in and remember what they read.
- take in more when they organize information into categories as they read.
- teach others what they ‘ve learned from their nonfiction texts, paying close attention the main ideas and supporting details.
- revise their idea of the main idea of a passage as they read on.
- analyze their own reading skills, reflecting on what they do well and what they could improve upon.
- read nonfiction to learn, monitoring for significance and working to find something of interest in the text.
- gather their thoughts and prepare for a discussion about what they read.
- separate their perspective on a topic from the perspective of the text they are reading.
- use different ways of reading for different text structures.
- identify the type of structure a nonfiction text follows and use this information to help them organize their understanding of the text.
- recognize the important details that contribute to the overarching storyline and learn how to synthesize secondary details and storylines into the larger story.
- tackle tricky words that they come across in their reading using strategies such as chunking the word, thinking about the context, and asking, “Does this look or sound like a word I know?”
- read narrative nonfiction through different lenses: one to understand and one to learn information.
- seek out unifying ideas behind the texts they read.
- use what they know about understanding fictional characters when they are reading narrative nonfiction.
- use authors’ signals to shift between using narrative and expository strategies when reading hybrid nonfiction.
- use self-assessment to become their own coach.

Resources

Core Text:

- Unit 2- *Reading to Learn: Grasping Main Ideas and Text Structures*

Core Mentor Texts:

- *Gorillas* by Lori McManus
- *Frogs and Toads* by Cynthia Leitich Smith
- *Cactus Hotel* by Brenda Z. Guiberson

- *The Story of Ruby Bridges* by Robert Coles

Additional Read Aloud Resources that Support the Holocaust/Amistad/LGBTQ Crosswalk:

- *Planting Stories: The Life Of Librarian And Storyteller Pura Belpre* by Anika Aldamuy Denise

Suggested Resources:

Anchor Charts:

- REV UP Your Mind Before Reading Nonfiction! chart
- To Learn from Expository Texts chart
- When Reading Narrative Nonfiction.... chart
- Signs to Watch For When Choosing a Book chart
- Determining Perspective in Nonfiction Books chart
- Questions Narrative Nonfiction Readers Can Ask chart
- Story Elements chart
- To Teach Well chart
- Qualities of Great Conversation chart

Additional Resources:

- Informational Reading Learning Progression
- Narrative Reading Learning Progression
- Reading Log
- Rev Up Your Mind Before Reading Nonfiction bookmark
- Readers Climb the Hurdle of Hard Words bookmark
- Biography of Ezra Jack Keats
<https://www.degrummond.org/about-ezra-jack-keats>
- Pre-Assessment – “Start Your Engines,” “Cars with Wings,” and “Racer Danica Patrick”
- Post-Assessment – “Thrills and Chills,” “New Inventions that Make Steel Roller Coasters Even Scariier,” and “Super Fan/Rider: Gary Coleman.”

Stand-Alone Book - Mystery: Foundational Skills in Disguise

Summary and Rationale	
<p><i>Mystery/Foundational Skills in Disguise</i> is a fictional unit devoted to solving mysteries. Students will learn foundational skills that lie at the heart of engaged reading. Students will follow ideas across their texts, seeing cause-and-effect relationships and predicting outcomes. Students will notice multiple clues to drive their predictions and inferences.</p>	
Recommended Pacing	
<p>Bend I: Understanding the Mystery: The goal of this bend is to help students read mystery books and work in partnerships. Students will read their mysteries, track their clues, wonder about suspects, point out red herrings, and discuss their thinking frequently. (7 sessions)</p> <p>Bend II: Raising the Level of Mystery Reading: The goal of this bend is to teach students to raise the level of their mystery reading by launching an inquiry and composing tentative theories based on evidence from the text. In this bend, students will continue to pay attention to text’s signals as they’re reading. (7 sessions)</p> <p>Bend III: Reading Mysteries Can Help You Read any Kind of Fiction: The goal of this bend is to focus on supporting students with strategies for tackling challenges in their reading life. In this bend, students will learn that when reading any fiction, they are always identifying and solving a mystery. (4 sessions)</p>	
New Jersey Student Learning Standards	
Standard : Reading	
RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
RL.3.3	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
RL.3.7	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
RL.3.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
Standard : Writing	

W.3.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. C. Use temporal words and phrases to signal event order. D. Provide a sense of closure.
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Standard: Speaking and Listening	
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i> , building on others’ ideas and expressing their own clearly. <ul style="list-style-type: none"> A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. D. Explain their own ideas and understanding in light of the discussion.
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Standard : Language	
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. B. Form and use regular and irregular plural nouns. C. Use abstract nouns (e.g., <i>childhood</i>). D. Form and use regular and irregular verbs. E. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses. F. Ensure subject-verb and pronoun-antecedent agreement. G. Form and use comparative and superlative adjectives and adverbs, and choose between them

	<p>depending on what is to be modified.</p> <p>H. Use coordinating and subordinating conjunctions.</p> <p>I. Produce simple, compound, and complex sentences.</p>
L.3.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize appropriate words in titles.</p> <p>B. Use commas in addresses.</p> <p>C. Use commas and quotation marks in dialogue.</p> <p>D. Form and use possessives.</p> <p>E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>F. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.</p> <p>G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
L.3.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Choose words and phrases for effect.</p> <p>B. Recognize and observe differences between the conventions of spoken and written standard English.</p>
L.3.4	<p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <p>C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p> <p>D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
L.3.5	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>B. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p>
L.3.6	<p>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>

Instructional Focus

Unit Enduring Understandings

- Effective readers identify the main problem, grow ideas about characters, and step into role of the detective.
- Effective readers pay special attention to the setting and new characters that each book introduces.
- Effective readers slow down their reading and pay attention to the characters actions and motives.
- Effective readers stop and tackle new words especially that are relevant to a mystery.

- Effective readers collaborate in partnerships about their theories, their thoughts on the characters, clues, red herrings etc.

Unit Essential Questions

- How do mystery readers learn life lessons from the characters/books they read?
- What kinds of things do effective readers do to tackle challenging words?
- How do mystery readers read for clues?
- How can you tell when you’ve come across a red herring?
- What would I do next if I were the character?
- What can we do before we read that will set us up to have a positive experience?
- What kind of evidence supports my prediction?
- How are these clues helping me to develop a theory?
- What can I do if I don’t know which strategy to use?

Objectives

Students will know how to understand a mystery, how to raise the level of mystery reading, and how reading mysteries can help you read any kind of fiction.

Students will be able to:

- ask, “What’s the mystery here?” and “Who is the crime solver?” at the start of a mystery.
- pay close attention to story details that might be clues and then use those clues to solve the mystery.¹
- think back about each character to consider if he or she might be a suspect and to make predictions.
- take action and use strategies to deal with tricky parts of a text.
- write skillfully about what they read.
- collaborate with a partner to discuss ideas and solve mysteries.
- use strategies to remember what they’ve read when reading longer books such as thinking about the main event and small details in each chapter that really matter.
- determine how all mysteries go and use this knowledge to look for specific things at the start, in the middle and at the end of a mystery.
- identify red herrings.
- go back and think about hidden clues they may have missed along the way when they are surprised by a mystery’s solution.
- use text signals to know when to slow down and read closely and when to speed quickly through pages.
- set specific goals and work toward achieving those goals.
- use mystery-reading skills to read ANY fiction book really well.
- understand characters by figuring out who they are and why they act the way they do.
- think about what has happened already in the story and about the characters to make predictions.

Resources

Core Text:

- *Mystery: Foundational Skills in Disguise – Stand-alone Book*

Core Mentor Texts

- “*The Absent Author*” (*A—Z Mystery Series*) by Ron Roy
- “*The Diamond Mystery*” (*The Whodunit Detective Agency*) by Martin Widmark

- *Nate the Great and the Phony Clue* by Marjorie Weinman Sharmat

Suggested Resources:

Anchor Charts:

- Readers if Mysteries chart
- If This Part is Tricky chart
- Ways to Strengthen Writing About Reading chart
- Co-detective Reading Partners Help Each Other chart
- Absent Author Timeline chart
- How Do Mystery Book Go? Chart
- Mystery Readers Look For...chart
- Ways to Strengthen Writing About Reading chart
- How to Find Hidden Clues chart
- Places Worth Closely Reading in Mystery Books chart
- When Talking About Your Close Reading and When Listening to a Partner About Close Reading chart
- Talking About Our Mysteries chart

Additional Resources:

- Narrative Reading Learning Progression
- Stop and Think
- Reading Log
- Reading Fast, Long and Strong Bookmark
- Comprehension Check Bookmark
- Why did the author include that? (Questions)
- Pre-assessment: "Doodlebug and Dandelion: Mystery of the Bandits"
- Post assessment: "The Case of the Missing Left Shoe"

UNIT 3: Character Studies

Summary and Rationale

Unit 3, *Character Studies* spotlights the study of character and brings readers on an intellectual journey, much like the one that the character goes through in the story. Readers will get to know characters studying them deeply, coming up with hunches and then investigating patterns that reveal the characters traits and motivations. This unit also focuses on articulating evidence-based theories, creating a predictable story mountain, and comparing and contrasting characters.

Recommended Pacing

Bend I: Getting to Know a Character as a Friend: The goal of this bend is to help students get to know characters by observing the things they do and say. Students will study their observations to come up with ideas about a character. Children will build on noticing patterns and eventually turn their ideas into theories. (6 sessions)

Bend II: Following a Character Across a Story: This bend introduces students to book clubs and how to develop habits that will help them work collaboratively in their groups. A story mountain is introduced, which involves characters’ hurdles, climax, and resolution. This bend shifts focus from the main character to the secondary characters and the roles they play. (8 Sessions)

Bend III: Comparing and Contrasting Characters across Books: The focus of the third bend involves comparing characters across books in what they do and say. Readers also compare the lessons that characters learn and how they can apply what they’ve learned to new situations. (5 sessions)

New Jersey Student Learning Standards

Standard: Reading

RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
RL.3.3	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
RL.3.7	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
RL.3.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.

Standard: Writing

W.3.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

- A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- C. Use temporal words and phrases to signal event order.
- D. Provide a sense of closure.

W.3.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Standard: Speaking and Listening

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

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

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

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

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

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

Standard: Language

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

- A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- B. Form and use regular and irregular plural nouns.
- C. Use abstract nouns (e.g., *childhood*).
- D. Form and use regular and irregular verbs.
- E. Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.
- F. Ensure subject-verb and pronoun-antecedent agreement.
- G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

	<p>H. Use coordinating and subordinating conjunctions.</p> <p>I. Produce simple, compound, and complex sentences.</p>
L.3.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize appropriate words in titles.</p> <p>B. Use commas in addresses.</p> <p>C. Use commas and quotation marks in dialogue.</p> <p>D. Form and use possessives.</p> <p>E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>F. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.</p> <p>G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
L.3.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Choose words and phrases for effect.</p> <p>B. Recognize and observe differences between the conventions of spoken and written standard English.</p>
L.3.4	<p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <p>C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p> <p>D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
L.3.5	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>B. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p>
L.3.6	<p>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>

Instructional Focus

Unit Enduring Understandings

- Effective readers identify the main problem and grow ideas about characters.
- Effective readers collect information on their characters and use specific prompts to make inferences about them.
- Effective readers revise their theories based on new information/evidence.
- Effective readers use a story mountain to help them identify the different parts of the character’s journey.

- Effective readers pay special attention to the setting and new characters that each book introduces.
- Effective readers slow down their reading and pay attention to the characters actions and motives.
- Effective readers stop and tackle new words especially that are relevant to a mystery.
- Effective readers collaborate in partnerships about their theories, their thoughts on the characters.

Unit Essential Questions

- What can I do to help me understand the character better?
- How can you relate to _____ character?
- How are _____ and _____ similar? Different?
- How do readers make inferences about characters?
- If you were _____, what would you do differently?
- How and why do I read challenging or complicated texts?
- What can I do if I don't know which strategy to use?
- How do I tackle challenging areas/words of the text?
- How can you apply what you've learned from your character's journey into new situations?

Objectives

Students will know how to get to know a character as a friend, how to follow a character's journey, and how to compare and contrast characters across books.

Students will be able to:

- get to know the main character in their book in the same way that they get to know a new friend, noticing how the character talks and acts.
- study their observations of a character to think, "What kind of person is this?"
- notice patterns in a character's actions and feelings and then use those patterns to develop a theory about the character.
- challenge themselves to dig deeper, asking, "Why might the character be this way?" and then to think, "My bigger idea about the character is that..."
- use their knowledge of the character to predict.
- set goals that will help them read better.
- understand how characters fit into the shape of a story.
- notice what problems characters face and also how they react to these.
- notice the roles that secondary characters in a story play in the main character's journey and ask themselves, "Why did the author put this guy into the story?"
- ponder the questions, "Why might authors include illustrations?" and "What do pictures contribute or add to stories?"
- anticipate that things will heat up and that characters will be tested in some way at the end of a story.
- notice how the character reacts, the choices he makes that set him in a new direction and they reflect on the significance of this moment to his journey.
- ask themselves, "What strength did this character draw on to solve this problem?" and "How has the character changed?"
- notice that as a story nears the end and a character resolves her problems, characters, and readers, too, learn lessons.
- examine how the parts of a story go together, notice what particular parts do, as well as how parts connect.
- think comparatively across books that go together in some way.
- compare characters across books.

- compare the kinds of problems character have and how they react to these problems across books.
- develop debatable ideas about characters across books by exploring a big question with no one “right” answer and use mini-arguments to share their ideas, supporting these with evidence from the text.
- compare the lessons characters learn from the problems they encounter across books.

Resources

Core Text:

- *Character Studies* – Unit 3

Core Mentor Texts:

- *Because of Winn Dixie* by Kate DiCamillo
- *Make Way for Dymonde Daniel* by Nikki Grimes
- *Peter’s Chair* by Ezra Jack Keats

Suggested Resources:

Anchor Charts:

- Getting to Know a Character chart
- Following a Character Up and Down a Story Mountain chart
- Comparing Characters That Go Together chart
- Signs to Watch For chart
- Writing Long About a Theory chart
- What Should We Think About As We Create Our Book Club Rules and Identity? Chart
- Use Your Story Mountain to Guide Your Reading chart
- Sentence Frame Tool chart ○ Character Traits and Evidence chart
- Steps for Today’s Mini Debate chart ○ Readers Understand a Story By... chart

Additional Resources:

- Narrative Reading Learning Progression
- Match Story Elements Table
- Prompts to Support Thinking About Character Change
- Predictable Debate Questions
- Character Traits Lists
- Readers Understand a Story bookmark
- Reading Fast, Long and Strong bookmark
- Comprehension Check bookmark
- Why Did the Author Include That? questions
- Pre-assessment: “The Bully and the Can Queen”
- Post assessment: “Jump.

Test Prep

Summary and Rationale

This unit will support the reading components of all genres and equip students with test prep skills. Readers will practice reading fiction, literary nonfiction, and informational nonfiction passages actively. They will practice answering multiple choice questions, as well as, extended response questions based on the passages they read. The Test Prep units are updated yearly based on the most up-to-date testing information, released questions, and the previous year's student performance data. Each unit contains a menu of choices that can support the individual needs of each classroom.

Recommended Pacing

Bend I: Fiction: The goal of this bend is to focus on reading fiction. This bend will begin with a shared reading of *Digging for Dinos*. Students will notice and discuss the story elements in this passage. Over the next several sessions, teachers will choose from a menu of several mini-lessons that can support the individual needs of each classroom. Students will work in partnerships to discuss passages and answer multiple-choice questions. (approximately 1 week)

Bend II: Literary Nonfiction: The goal of this bend is to focus on reading literary nonfiction. This bend will begin with a shared reading of *Sweet Land of Liberty*. Students will notice and discuss the information taught in this passage, as well as the story elements. Over the next several sessions, teachers will choose from a menu of several mini-lessons that can support the individual needs of each classroom. Students will work in partnerships to discuss passages and answer multiple-choice questions. (approximately 1 week)

Bend III: Informational Texts: The goal of this bend is to focus on reading informational nonfiction. This bend will begin with a shared reading of *Balancing Rocks*. Students will notice and discuss the information taught in this passage, as well as the nonfiction text features. Over the next several sessions, teachers will choose from a menu of several mini-lessons that can support the individual needs of each classroom. Students will work in partnerships to discuss passages and answer multiple-choice questions. (approximately 1 week)

State Standards

Standard: Reading

RL.3.1.	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.2.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
RL.3.3.	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
RL.3.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.5.	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
RL.3.7.	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
RL.3.9.	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
RL.3.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level

	text-complexity or above, with scaffolding as needed.
R.I.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
R.I.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
R.I.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
R.I.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
R.I.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
R.I.3.6	Distinguish their own point of view from that of the author of a text
R.I.3.7	Use information gained from text features
R.I.3.8	Describe the logical connection between particular sentences and paragraphs in a text
R.I.3.9	Compare, contrast and reflect on the most important points and key details presented in two texts on the same topic.
R.I.3.10	By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
Standard: Writing	
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.3.6.	With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
W.3.7.	Conduct short research projects that build knowledge about a topic.
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Standard: Speaking and Listening	
SL.3.1.	Engage effectively in a range of collaborative discussions
SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.3.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail
SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL.3.5.	Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Standard: Language

L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
L.3.5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships

Instructional Focus

Unit Enduring Understandings

- Effective readers rely on their tools/strategies to help them understand a story.
- Effective readers employ proper mechanics, usage, and grammar in their open-ended responses.
- Effective readers read all questions careful, paying close attention to words, like not and except.
- Effective readers rely on skills such as envisioning, predicting, inferring, summarizing, and rereading to help them understand a text.
- Effective readers draw on their experiences with various genres
- Effective readers pause and think.
- Effective readers preview the text and questions before reading.
- Effective readers reflect on their reading and strive to include textual evidence in their open-ended responses.

Unit Essential Questions

- How do readers make decisions?
- What are the habits and processes of effective readers and writers?
- How can reading to help us develop ideas?
- How does understanding the elements of a genre help you become an effective reader?
- How does my understanding of a variety of reading genres help me choose a good book?
- How do I establish reading goals?
- How do my goals and purposes for reading shape and define how I approach reading?
- What is the relationship between reader and writer?
- What do effective readers do?
- What is the best way to read this?
- How do I use evidence to support my ideas?

Objectives

Students will know how to read fiction, fables, folktales and memoirs, how to read literary nonfiction, and how to read informational nonfiction.

Students will be able to:

- read prompts and questions carefully, asking themselves “What this question is asking?” and “Where in the text can I find evidence to support my answer?”
- read, looking out for the things on your list: who are the characters, what can I learn about them at the start of the story, later in the story, and also, when and where is the story taking place?”
- learn about what the character feels at different times in the story. The character won’t just feel one thing the whole time.
- notice how parts of a story fit together.
- answer multiple choice questions on the test that ask the read to pick TWO best answers (or three best answers).
- answer part A and part B questions. Part A usually asks about something big, and Part B usually asks you to prove it.
- identify parts of the text that support their response.
- look for parts that repeat in a text to identify what is important.
- use context clues to figure out the meanings of tricky words or phrases
- use BOTH elements of story and main ideas to learn all they can from a literary nonfiction passage.
- ask, “What is the cause of the problem?” and “What is the effect?”
- ask, “What does this dialogue show?”
- pay attention to subheadings for clues as to what each section is about.
- think about the reading skills and strategies that will help them.
- locate the numbered paragraphs in text.
- Quote or summarize the text as evidence.
- answer short response questions based on fiction, literary nonfiction, and informational nonfiction texts.
- tell the difference between “Why” and “How” questions.
- self-assess their responses.

Resources

Core Text:

- *Test Prep Unit* – released yearly

Core Mentor Texts:

- *Digging for Dinos* by Charnan Simon
- *Sweet Land of Liberty* by Deborah Hopkinson
- *Balancing Rocks* by Stacy A. Niykos

Suggested Resources:

Anchor Charts:

- Whenever You Read a Nonfiction Text chart
- Readers of Informational Texts chart
- When Reading a Story chart
- Readers Think chart
- Steps for Reading a Text chart
- Roadmap for Rereading chart

Additional Resources:

- Narrative Reading Learning Progression
- Informational Reading Learning Progression
- <https://nj.mypersonsupport.com/practice-tests/>
- Test Prep bookmarks
- Elevate Partner Talk chart
- Various text prep passages

UNIT 4: Research Clubs: Elephants, Penguins, and Frogs, Oh My!

Summary and Rationale

Unit 4, Research Clubs: *Elephants, Penguins and Frogs, Oh My!* emphasizes the importance of approaching a topic with zeal. This unit involves students working in different animal clubs. They will experience working in the same groups a second time but with different animals to put their researching skills to practice. Towards the end of the unit, students will compare and contrast the two different animals and research a concept like adaptation or survival. Finally, students will apply what they've learned about their animals to a real-world project zoo such as the challenge to design a better zoo.

Recommended Pacing

Bend I: Researching a Topic: The goal of this bend is to support students to work in a small club to organize the work of studying that club's animal. Students will gather texts and brainstorm subtopics that relate to their animals. They'll be exposed to new vocabulary, synthesize, pursue collaboration, ask questions and grow ideas. (6 sessions)

Bend II: A Second Cycle of Research: The goal of this bend is to help students plan another study for their second animal and read with volume and fluency. Readers will use text structures, such as compare and contrast, cause and effect, boxes and bullets, to help them organize information. (6 sessions)

Bend III: Synthesizing, Comparing and Contrasting: In bend three, students will widen their field of focus by thinking across their two animals classes. The goal is for students to ask questions and from theories as they are compare and contrast information on their two animals. (7 sessions)

State Standards

Standard: Reading

RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
RI.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI.3.6	Distinguish their own point of view from that of the author of a text.
RI.3.7	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
RI.3.10	By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Standard: Writing	
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. B. Develop the topic with facts, definitions, and details. C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. D. Provide a conclusion.
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.3.7	Conduct short research projects that build knowledge about a topic.
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Standard: Speaking and Listening	
SL.3.1.	Engage effectively in a range of collaborative discussions
SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.3.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail
SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Standard: Language	
L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships
Instructional Focus	

Unit Enduring Understandings

- Effective readers research nonfiction topics
- Effective readers use previous knowledge/research to launch a second research club
- Effective readers synthesize and compare and contrast different texts
- Effective readers pursue collaborative inquires on their research topic
- Effective readers notice and use text structures to help them understand the text(s) more efficiently
- Effective readers read with volume, fluency and develop evidence based theories
- Effective readers use the information learned to apply to find solutions to real world problems

Unit Essential Questions

- How can you become an expert on a topic?
- In what ways can you organize information that you just read (structures)
- How do text structures help you understand texts?
- How do text features help you understand various texts?
- How do I identify main idea and details in informational text?
- How can we use reading and writing to communicate and support our ideas?
- What is the relationship between reader and writer?
- What does a reader gain by seeking other texts as a result of a textual experience?
- How do texts help us shape our decisions?

Objectives

Students will know how to research a topic, how to research a second topic, and how to synthesize, compare and contrast.

Students will be able to:

- look over resources, organize them, read an easy book to get an overview, and skim tables of contents and illustrations to glean main subtopics.
- Identify subtopics within a larger topic and synthesize information.
- learn and use a subject's technical vocabulary to become experts.
- collaborate with enthusiasm and commitment.
- get ideas about nonfiction by paying close attention to the traits, motivations, and struggles of their nonfiction subject.
- ask and answer the all-important question, "Why?"
- plan how to study a new topic, using all they know about reading and research strategies.
- use an explaining voice to read with fluency.
- recognize the structure of the texts they read, and use those same text structures to help organize their notes and their learning.
- recognize when authors use a compare-and-contrast structure in their nonfiction texts.
- recognize when authors use a cause-and-effect structure in their nonfiction texts.
- carefully consider the choices made by an author and read closely to understand why the author made those choices.
- develop expertise about a topic by thinking about patterns and relationships.
- ask questions and form theories about their subject and read further to test those theories.
- self-assess and create goals.
- study all of the evidence they find to grow new evidence-based theories.

- research to solve real-world problems, considering the ways they might solve the problem, thinking about the information they need, and making a plan for the work they will do.

Resources

Core Text:

- *Research Clubs: Elephants, Penguins, and Frogs, Oh My!* – Unit 4

Core Mentor Texts:

- *The Life Cycle of an Emperor Penguin* by Bobbie Kalman and Robin Johnson
- *Penguins* by Bobbie Kalman
- *The Penguin* by Beatrice Fontanel
- *The Life Cycle of a Frog* by Bobbie Kalman and Kathryn Smithyman
- *Frogs and Toads* by Bobbie Kalman and Tammy Everts
- *Frogs!* By Elizabeth Carney

Suggested Resources:

Anchor Charts:

- To Research chart
- Readers Take Notes chart
- Synthesizing Information in Conversation chart
- Talking and Thinking chart
- Narrators of Nonfiction Use their Voices chart
- Researchers Take Notes chart
- Compare and Contrast Sentence Stem chart
- Roadmap for Rereading chart
- Questions Lead To...chart

Additional Resources:

- The Penguin excerpt
- Giraffe’s excerpt
- Penguin excerpt
- Frogs and Toads excerpt
- The Whispering Land excerpt
- Informational Reading Learning Progression
- Why did the author include that? Questions.
- Pre-assessment: “Guide Dog Training,” “Guide Dogs and Their Owners: A Special Bond” and “Getting Ready to Bring Home a Dog.”
- Post assessment: “Pickle-Flavored Ice Cream?” “How do Big Ice-Cream Companies Make Ice Cream?” and “A Recipe for Making Ice Cream at Home.”

If...Then...Unit: Social Issues Book Clubs

Summary and Rationale	
<p>Children will first spend some time listening to read alouds of some powerful stories and consider what these stories can teach them about how to make the classroom, the community, and the world better. Then students will begin reading books and looking for life lessons the book teaches. They will choose one of these life lessons that feels especially important and think about how they can use that lesson in their own lives. Later in the unit, students will be grouped in issue clubs - with each club studying an issue about which the students are passionate. They will read a variety of genres on the issue, thinking about what each book shows about it. The goal will be to develop new and better ideas about the issue and about how to live their lives differently due to their study of that issue. Students will later switch to study a new issue. Finally, students will consider social action around one of the issues they have studied.</p>	
Recommended Pacing	
<p>Bend I: Reading to Learn About Issues in the World and in Our Lives: The goal of this bend is for students to read and listen to make powerful read alouds and consider what these stories teach them about how to make the classroom, the community, and the world better. Students will identify the life lessons in books and think about how these lessons apply to their lives. (approximately 7 sessions)</p> <p>Bend II: Reading With a New Lens The goal of this bend is for students to study one social issue in depth. They will read a variety of genres on the issue, thinking about what each text shows about it. Students will discuss new and better ideas about the issue with a group. (approximately 6 sessions)</p> <p>Bend III: Reading With a New Lens and Bringing Our Reading Lens to the World: The goal for this bend is for students to study another social issue in depth. They will read a variety of genres on the issue, thinking about what each text shows about it. Students will discuss new and better ideas about the issue with a group. This bend will move students to social action around one of the issues they have studied. (approximately 6 sessions)</p>	
State Standards	
Standard: Reading	
RL.3.1.	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.2.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
RL.3.3.	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
RL.3.9.	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
RL.3.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
RI.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI.3.6	Distinguish their own point of view from that of the author of a text.
RI.3.7	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
RI.3.10	By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
Standard: Writing	
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons. A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. B. Provide reasons that support the opinion. C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. D. Provide a conclusion.
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. B. Develop the topic with facts, definitions, and details. C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. D. Provide a conclusion.
W.3.7	Conduct short research projects that build knowledge about a topic.
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Standard: Speaking and Listening	

SL.3.1	Engage effectively in a range of collaborative discussions
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Standard: Language	
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Effective readers look at issues that exist in the world through a variety of perspectives. • Effective readers use texts to help them live their lives differently. • Effective readers identify the lessons that exist in a text and apply them to their own lives. • Effective readers read with a lens, looking at texts to locate the issues that are faced by several different characters. • Effective readers think about how an issue plays out differently in different texts and in different lives. • Effective readers use what they learn from texts to make the world around them better. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How can my reading help me look at issues that exist in the world through a variety of perspectives? • How can texts help me live my own life differently? • How can I read texts, thinking about what lessons they can teach me? • How can I apply these lessons in my own life? • How can I read with a lens, looking at texts to locate the issues that are faced by several different characters? • How can I do this so that I can begin to think about how the issue plays out differently in different texts and in different lives? • How can I bring all that I have learned about reading texts through a lens to a new set of texts and use a new lens to read those texts? • How can I use what I learn to make the world around me better? 	

Objectives

Students will know how to read to learn about issues in the world and in our lives, how to read with a new lens, and how to bring their reading lens to the world.

Students will be able to:

- read books and think about what they can learn from them that will help make the world better.
- preview a book thinking about what lesson we might learn from it and carry that idea as they read.
- understand that the problems that characters face and the ways in which they respond to them are not only windows into who the character is but also to what the story says about life.
- support their ideas with strong evidence from a text.
- ask, “What else might this book be teaching me?” to keep growing, rich, strong ideas.
- identify the bigger meanings in a text and identify parts that show those meanings.
- study a social issue by reading various genres.
read a text through the lens of a social issue to notice more about that text.
- note places in a story that might reveal a bigger issue. These places might be the climax, the ending, etc...
- ask themselves, “Whose voice is heard in this book? Whose voice is missing?” They use this thinking as a lens to grow new ideas about their book.
- think about the issue from the perspective of different characters in the books.
- develop debatable ideas about characters and social issues across books by exploring a big question with no one right answer. They can use mini-arguments to share their ideas, supporting these ideas with evidence from the text.
- grow new ideas about the world based on the issues they read about.
- Make a plan for how a study will go. They think about all they know how to do – about their repertoire of reading strategies – and they make a plan for the study on which they’re embarking.
- pay close attention to scenes that bring out a strong reaction in them – ones that present an unfair situation. They notice how characters react to this situation and then think, “What am I learning about this issue from this scene?”
- figure out why a word may have been used, by noticing how it is used.
- use their ideas about social issues to make real change happen in the world.

Resources

Core Text:

- *Social Issues Book Clubs – If...Then...Unit*

Core Mentor Texts:

- *Each Kindness* by Jacqueline Smith
- *Those Shoes* by Maribeth Boelts
- *The Big Orange Splot* by Daniel Manus Pinkwater
- *Chrysanthemum* by Kevin Henkes
- *Dancing In The Wings* by Debbie Allen
- *The Hundred Dresses* by Eleanor Estes
- *Spaghetti In A Hot Dog Bun: Having The Courage To Be Who You Are* by Maria Dismody
- *Oliver Button Is A Sissy* by Tomie DePaola
- *Stand Up To Bullying* by Frank Murphy
- *Yard Sale* by Eve Bunting
- *A Bike Like Sergio's* by Maribeth Boelts

- *Two Homes* by Claire Masurel
- *Families With A Single Parent* by Tanya Dellaccio
- *Enemy Pie* by Derek Munson
- *My Name is Maria Isabel* by Alma Flor Ada
- *A Family, Is a Family, Is a Family* by Sara O’Leary
- *The Name Jar* by Yangsook Choi
- *Where Are You From?* by Yamile Saied Méndez
- “Alone” from *Days with Frog and Toad* by Arnold Lobel
- *Wilfred Gordon McDonald Partridge* by Mem Fox
- *The Most Magnificent Thing* by Ashley Spires

Suggested Resources:

Anchor Charts:

- Reading with a Lens chart
- Reading to Learn About Issues in Our World and In Our Lives chart
- To Grow Ideas Together chart
- Book Clubs Talk Together chart
- Book Clubs Have Conversations chart
- Building Off Club Member’s Ideas chart

Additional Resources:

- Themes in Fiction chart
- Social Issues Padlet:
<https://padlet.com/lparrish7/2mkqbe5vyqyg3vtb>
- Book Club Prompts
- Narrative Reading Learning Progression
- Informational Reading Learning Progression