

READINGTON PUBLIC SCHOOL DISTRICT
Third Grade English Language Arts Curriculum

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I. PURPOSE AND OVERVIEW

The Readington School District literacy program provides a balanced instructional approach which includes four main categories: (1) reading, (2) writing, (3) phonics/spelling/word study, and (3) speaking and listening. The third grade curriculum is designed to build on the kindergarten and grades one and two curriculum to help students move forward in their proficiency as independent readers and writers. Students refine their decoding, fluency, and comprehension abilities by developing new strategies to use while reading. Students use their growing facility with the writing process to create, revise, edit, and publish a variety of pieces in narrative, opinion, and informational writing.

At the beginning of third grade, most readers already know the characteristics of a range of genres (realistic fiction, simple fantasy, informational texts, traditional literature, and biography) from the reading they did in kindergarten, first and second grade. Most third grader readers have begun to read fiction texts that are chapter books and become interested in special forms, such as longer series books and mysteries. The majority of third grade readers are able to understand fiction narratives with straightforward, elaborate plots and multiple characters that develop and show some change over time. Beginning-of-the-year third graders are reading shorter nonfiction texts, mostly on single topics, and are able to identify and use underlying structures (description, comparison and contrast, temporal sequence, problem and solution, cause and effect). Students can process sentences that are complex, contain prepositional phrases, introductory clauses, lists of nouns, verbs, or adjectives. As a beginning-of-the-year third grade reader, students can word solve in smooth, automatic terms both silently and in oral reading and can read and understand descriptive words, some complex content-specific words, and some technical words. Students read silently and independently. In oral reading, they demonstrate all aspects of smooth, fluent processing.

By the end of third grade, students should be able to identify the characteristics of a full range of genres, including biographies on less well-known subjects and hybrid genres. Students are reading both chapter books and shorter informational texts; also, they read special forms such as mysteries, series books, books with sequels, or short stories. The majority of third grade readers are able to understand fiction narratives with straightforward, elaborate plots and multiple characters that develop and show some change over time. They are able to read and understand abstract and mature themes and take on texts that have diverse perspectives and issues related to race, language, and culture. By the end of third grade, readers will have read nonfiction texts that provided information in categories on several related topics, many of which were beyond a readers' typical experience. End-of-the-year third grade readers are able to identify and use underlying structures (description, compare and contrast, temporal sequence, problem and solution, cause and effect). Students are able to pose sentences that are complex and contain prepositional phrases, introductory clauses, lists of nouns, verbs, or adjectives. Students are able to solve new vocabulary words, some complex content-specific words and some technical words. Students read silently, in oral reading, and demonstrate all aspects of smooth, fluent processing with little overt problem solving.

Writing instruction is organized around a workshop structure. Students write daily for a variety of writing experiences, generate ideas for writing through talking with the teacher and classmates, expanding their prewriting skills, drafting and editing strategies and learn more conventions of written language (mechanics) that are appropriate for their age and grade level. Students receive brief instruction in an important aspect of good writing, followed by time to discuss and write and conference with peers and the teacher, and time for sharing writing with the class or small group. In writers workshop students focus on specific text types: narrative, informative, and opinion. Students produce opinion, narrative, and information pieces of writing that demonstrate their growing knowledge of the structure of each genre. Beginning of-the-year third graders are able to revise their writing making large scale changes to better their piece. They edit their writing for spelling, punctuation, and language usage. In September, third graders already know how to draft correctly-- capitalizing proper nouns, using apostrophes for contractions and possessives, and employ correct end punctuation. Students edit for comma usage in dialogue and correct capitalization of titles. They know how to use available resources to them as writers (word walls, high-frequency words, etc.) to edit for and correct misspelled words. Third graders are true writers with craft, style, and fluency. They have already learned to produce simple narratives and other genres through composing and writing. They are able to demonstrate the use of some literary language as well as the structure of narratives (exposition of problem and solution). They are able to write most words using conventional spelling and produce more complex sentences.

By June of third grade, most third grade students come to writers workshop with plans for what pieces h/she wants to write. They recall strategies learned and quickly jot and sift through ideas that would make for

powerful and significant entries. End-of-year third grade students have a repertoire of strategies to generate ideas. Most importantly, third graders are able to choose their ideas and strategies purposefully, knowing that the goal of a writer is to write well with significance and power. A student's writers notebook will reflect a growing sense that the writing done there has been designed from the beginning to be significant. By the end of the year in third grade, students are able to write a page or more of writing each day. Most third grade writers write one or two entries a day in class, each a page and a half in length, and sometimes an additional entry at home. Students write fast and furiously, filling up a page in ten minutes before moving on to the next page. At the end of the year in third grade, students are able to remain engaged in a writing project for sixty minutes. They are able to take one piece of writing through a sequence of drafts, each draft benefitting from large-scale changes. Third grade students have learned that revision need not wait until the very end of the writing process, but that revision can happen as they go along. In June a third grader drafts using correct capitalization, commas in a series, commas in addresses, and commas in dialogue. They will begin to check that they use quotation marks in direct quotes and commas before a coordinating conjunction in a compound sentence and are able to identify sentence fragments and/or run-ons. By June most third graders are able to use multiple resources to check spelling but rely on knowledge of spelling patterns to spell grade-appropriate words correctly when drafting.

Third grade is the year when cursive handwriting instruction begins. Handwriting is a separate skill and does not replace time for regular writers workshop. The goal of handwriting is to develop in the student legible handwriting. Fluent and legible writing remains a necessary practical skill. Students use handwriting to communicate facts, ideas, thoughts, and feelings in all subject areas. Even in the age of digital word-processing, there continue to be many settings in which fluid, legible handwriting is essential. Careful teaching and handwriting practice can facilitate fluency in writing and may prevent writing disabilities (Graham et al., 2000). Explicit instruction and sufficient opportunity to practice correct letter formation occur through short daily practices sessions. Students are given abundant opportunities in the classroom to write meaningfully and purposefully so that they can apply and extend the skills they acquire through handwriting practice. Teachers teach students how to write cursive letters by showing them how to form each letter, providing plenty of opportunities to write. Teachers and students work to eliminate interfering habits that reduce handwriting fluency. Cursive handwriting instruction is centered on a formalized handwriting program adopted by the district.

The third grade literacy program is designed to provide a developmentally appropriate learning guide for reading, writing, speaking and listening, and word study. The curriculum reflects the current research in literacy education through its focus on developing independent reading and opportunities to express thoughts in writing.

The curriculum is designed to be responsive to the developmental stages. Our differentiated workshop approach allows students to be engaged with reading and writing experiences appropriate to their point in development, and our teachers assess students at regular intervals to inform their instructional decisions. Instruction focuses on assisting students to build independence as readers, writers, speakers, listeners, and language users. Students will build a base of knowledge across a wide range of subject matter by engaging with words of quality and substance. They will respond to the varying demands of audience, task, purpose, and discipline.

II. COMPONENTS OF BALANCED LITERACY

The components of a successful balanced literacy program in the elementary school setting include the following:

- Reading Workshop
- Writing Workshop
- Speaking and Listening
- Phonics, Spelling, and Word Study

Reading Workshop: (Approximately 55 minutes daily)

The reading workshop is one component of a balanced literacy program. The reading workshop is comprised of four parts; the mini-lesson (no longer than 15 minutes) or interactive, independent and partner reading time with guided reading, a mid-workshop teaching point, and finally a teaching share. Each day third graders will have time to sit hip-to-hip, one copy of the book between them, reading aloud in unison or taking turns. Students will meet in small groups within the reading workshop. Additional time for small group instruction is provided for students that are struggling readers.

Gradually guided reading will give way to book clubs usually by the spring of the year. Reading workshop still involves a mini-lesson, time to read, and time to talk, but approximately three times a week the conversations will not be among partners or guided reading groups but among book clubs members,

In order for Reader's Workshop to be successful teachers should...

- o Establish strong, consistent schedules and learning routines that teach children how to manage their time and activities.
- o Form small guided reading groupings based on observation/performance-based assessment of children's individual literacy behaviors and running record assessments.
- o Individualize reading instruction with each small group of two or three children with similar instructional needs.
- o Use instructional leveled books for each small group of children.
- o Give as much choice as possible to the texts that students are reading independently.
- o Maintain an atmosphere that is interactive, lively, and non-competitive to build children's confidence as language and literacy learners.
- o Use observation/performance-based assessments to guide how often each group should meet.
- o Continue to assess students throughout the year.
- o Plan a system for keeping track of children's reading levels and growth and for moving readers along to more challenging texts when they are ready.
- o Desks are in clusters so that most children are sitting at tables in order to foster communication.
- o Children have long-term reading partners who read the same books as they do and sit together during reading time.
- o Have a large classroom library brimming with engaging books on a wide range of levels, topics, and genres.
- o Use reading logs with each and every student to log for evidence of growth across time.
- o Avoid rote worksheet activities.

Writing Workshop: (Approximately 55 minutes daily)

Like reading workshop, the writing workshop is comprised of 4 parts; (1) the mini-lesson, (2) independent writing time & conferring, (3) mid-workshop teaching point, and (4) share and partnerships. Writer's workshop begins with a mini-lesson (no longer than 15 minutes) and is followed by independent writing within a specific genre of writing. At times, the teacher meets with individual students. At the end of the writing workshop, there is a teaching share led by the teacher, which often sets up partnership sharing. The four main goals of writing workshop are for students to find and develop his or her own voice as a writer (i.e. translate what he or she knows, thinks, and feels into oral and written, illustrated stories), develop a piece of writing, from choosing topics to starting and ending a piece of writing, learn how to revisit and make changes to a piece, and understand that writing has everyday purposes.

In order to have a successful writer's workshop teachers should...

- o Establish consistent writing workshop procedures (i.e. illustrating, writing, include your name, and date your work with a stamp, collect writing in a writing folder, publish, and share work with peers).
- o Ensure that writers workshop does not become a handwriting exercise. Practice with letter formation in is based on teacher modeling using the district adopted handwriting program. Handwriting practice is a skill practiced to promote writing.
- o Systematically collect and analyze children's work to inform instruction.
- o Conference with some children every day to support and scaffold their writing.

Speaking and Listening:

Students reveal their thinking about books through discussion with others. Their talk is a prelude to writing. They learn how words work through listening to, talking about, and working with them. By listening to texts read aloud, they internalize language that they will use as they talk and write. They learn language for a variety of purposes. In the third grade literacy curriculum, we intentionally develop the kind of oral language skills that students need to take them into the future. We focus on two goals:

- o Listening and Speaking- Listening and understanding (listening with attention and remembering details), social interaction (social conventions that make conversation work), extended discussions (Sustain a thread of discussion and respond to others), and content (substantive ideas, be able to explain and describe their thinking).

- o **Presentation-** The ability to speak effectively to a group; voice (a speaker's personal style), conventions (enunciate words clearly, talk at an appropriate volume, and use an effective pace), word choice (using specific words that match the content), and ideas/content (substantive ideas and content)

Word Study:

Word study instruction is part of a balanced literacy program and supports our students as readers and writers as they transfer vocabulary, word study, and knowledge of affixes to their independent reading and writing practice. During third through fifth grade, students participate in the research-based word study exploration program Vocabulary and Language Enhancement (VALE).

During word study, students actively engage in thinking and questioning as they increase their awareness of how words are spelled and what they mean. They also look for common characteristics to help them generalize understandings to other words. Instruction will focus on the most high-frequency affixes taught in a manner that increases student engagement. The skills and strategies learned through direct instruction and isolated practice will be constantly revisited as they are transferred to independent reading and writing.

A suggested schedule for a 90-110 minute block of literacy with an alternating day schedule while incorporating time for word study instruction might look something like the following:

Monday	Tuesday	Wednesday	Thursday	Friday
Reading- 30-45 mins Minilesson: 10 mins Reading: 20-35 mins Word Study- 15-20 mins Writing- 45 mins Minilesson: 10 mins Writing: 35 mins	Writing - 30-45 mins Minilesson: 10 mins Independent Writing: 20-35 mins Word Study- 15-20 mins Reading: 45 mins Read Aloud: 15 mins Independent Reading: 30 mins	Reading- 30-45 mins Minilesson: 10 mins Reading: 20-35 mins Word Study- 15-20 mins Writing- 45 mins Minilesson: 10 mins Writing: 35 mins	Writing - 30-45 mins Minilesson: 10 mins Independent Writing: 20-35 mins Word Study- 15-20 mins Reading: 45 mins Read Aloud: 15 mins Independent Reading: 30 mins	Reading- 30-45 mins Minilesson: 10 mins Reading: 20-35 mins Word Study- 15-20 mins Writing- 45 mins Minilesson: 10 mins Writing: 35 mins

III. GOALS (Linked to [New Jersey Student Learning Standards](#))

The goals of the curriculum include the New Jersey Student Learning Standards for English Language Arts, 21st Century Life and Careers, Career Ready Practices, and Technology.

IV. ASSESSMENT

Student learning will be assessed through a variety of formative, summative, and benchmark assessments. [Accommodations and modifications](#) are available for those students who demonstrate a need and can be located on the curriculum page of the district website.

V. PACING GUIDE

	Reader's Workshop		Writer's Workshop
Unit 1 Sept./Oct. 8 weeks	Building a Reading Life: Stamina, Fluency, and Engagement *Finding within-reach books and building stamina *Determining the central message or theme *Using textual clues and using literal and nonliteral language	Unit 1 Sept./Oct. 8 weeks	Building the Writing Community/Crafting True Stories (Narrative) *Drawing on a repertoire of strategies *Revising by studying what other authors have done *Starting a second piece, working with new independence
Unit 2 Nov./Dec. 8 weeks	Reading to Learn: Grasping Main Ideas and Text Structures (Nonfiction Reading) *Determining importance in expository texts *Lifting the level of thinking about expository texts *Synthesizing and growing ideas in narrative nonfiction	Unit 2 Nov./Dec. 8 weeks	The Art of Informational Writing *Organizing Information *Studying mentor texts in a search for elaboration strategy *Using text features makes it easier for readers to learn
Unit 3 Jan./Feb. 6 weeks	Character Studies *Using theories about characters to predict *Story mountains *Comparing and contrasting characters across books	Unit 3 Jan./Feb. 8 weeks	Changing the World: Persuasive Speeches, Petitions, and Editorials *Drawing on a repertoire of strategies for generating opinion writing *Creating connections between opinions and reasons *Gathering a variety of evidence
Unit 4 Feb./March 6 weeks	Mystery: Foundational Skills in Disguise *Mystery readers read for clues; noticing and thinking about all the information *Readers pay close attention to the setting, the main character's habits and strengths, and sidekicks *Mystery readers learn life lessons from their characters	Unit 4 April/May 8 weeks	Informational Writing: Reading, Research, and Writing in Content Areas *Channel students to draft chapters *Use mentor texts to spotlight structure
Unit 5 April/May 6 weeks	Research Clubs: Nonfiction Reading Through Social Studies *Cross-text synthesis *Reading with volume and fluency *Synthesizing, comparing, and contrasting texts		Adapting and Writing Fairy Tales *Storytelling, planning, and drafting adaptations of fairy tales *Revising early and often *Writing original fairy tales
Unit 6 May/June 6 weeks	Learning Through Reading: Countries Around the World *Learning about a country using a variety of texts and lenses *Researchers make choices about how the research will be organized, and plan accordingly *Researchers draw on non-fiction to help them think more deeply about fiction related to their topics	Unit 5 May/June 8 weeks	

3rd GRADE READING
Readers Workshop ~ Unit 1
Building a Reading Life: Stamina, Fluency, and Engagement
September/October
8 weeks

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Good readers read with accuracy and fluency so that comprehension is the main focus of the work that the reader is doing. Good readers make choices about what to read and how to read it. <p>Goals: NJSLS.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. NJSLS.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 NJSLS.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. NJSLS.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. NJSLS.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. NJSLS.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters. NJSLS.RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)</p>	<p>Bend 1: Making a Reading Life</p> <ul style="list-style-type: none"> Building a powerful reading life Reading as if books are gold Finding within-reach books and building stamina Setting goals and tracking progress Setting up systems to find and share books Reading with partners <p>Bend 2: Understanding The Story</p> <ul style="list-style-type: none"> Readers check for comprehension Follow textual cues as you read: Shift between envisioning and Assembling facts Prediction Making higher-level predictions Retelling stories Determining the central message or theme <p>Bend 3: Tackling More Challenging Texts</p> <ul style="list-style-type: none"> Tackling complex texts takes grit Figuring out hard words Using textual clues to figure out the meaning of unfamiliar words Making sense of figurative language Literal and nonliteral language Talking back to the text Raising the level of questions to unearth deeper meaning: Considering author's purpose Point of view <p>Word Study/Phonics:</p> <ul style="list-style-type: none"> Review syllables (VALE Unit 	<p>Core Materials: Units of Study for Reading</p> <p>Supplemental Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts: <u><i>Stone Fox</i></u> by John Reynolds Gardiner (Chapter book read aloud) <u><i>Because of Winn Dixie</i></u> by Kate DiCamillo (Chapter book read aloud) <u><i>Thank you Mr. Falker</i></u> by Patricia Polacco <u><i>Fig Pudding</i></u> by Ralph Fletcher <u><i>The Man Who Walked Between</i></u> <u><i>Silent Movie</i></u> by Avi <u><i>Smoky Night</i></u> by Eve Bunting <u><i>A Taste of Blackberries</i></u> by Doris Smith</p> <p>Student texts: As described in leveled book lists</p> <p>Teacher Resources: <u><i>Building a Reading Life</i></u>, Unit 1, Reading Units of Study by Lucy Calkins <u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i></u> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <u><i>Daily Café</i></u> by Gail Boushey and Joan Moser <u><i>Conferring with Readers</i></u> by Jennifer Serravallo <u><i>The Art of Teaching Reading</i></u> by Lucy Calkins <u><i>Reading with Meaning Teaching Comprehension in the Primary Grades</i></u> by Debbie Miller <u><i>Word Journeys Assessment Guided Phonics, Spelling, and Vocabulary Instruction</i></u> by Kathy Ganske <u><i>Strategies That Work</i></u> by Anne</p>

<p>NJSLS.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).</p> <p>NJSLS.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>NJSLS.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>NJSLS.RF.3.3.C Decode multisyllable words.</p> <p>NJSLS.RF.3.3.D Read grade-appropriate irregularly spelled words.</p> <p>NJSLS.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>NJSLS.RF.3.4.A Read grade-level text with purpose and understanding.</p> <p>NJSLS.RF.3.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>NJSLS.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>NJSLS.L.3.3. 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> <p>NJSLS.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.</p> <p>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p>	<p>1)</p> <ul style="list-style-type: none"> • Synonyms/Antonyms (VALE Unit 2) • Introduce word-solving actions • VALE Units 1-3 <p>Integrate test prep into instruction:</p> <ul style="list-style-type: none"> • Incorporate standardized test formats into chapter and unit tests • Require students to show their work and use test-taking skills during everyday activities • Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying • Highlight test taking skills • Review test taking vocabulary 	<p>Goudvis and Stephanie Harvey <u>Reading Strategies Book</u> by Jennifer Serravallo</p> <p>VALE Units</p> <p>Technology: Online books Raz Kids IXL Storyworks</p> <p>Assessments: Formative: Readers Workshop Notebooks Guided reading responses Conference discussions and notes Reading Learning Progressions Rubrics</p> <p>Summative: Presentations Spelling assessments Reader response questions Reading Pathways Performance Assessments</p> <p>Benchmark: Running Records: Below Expectations: Level K or below Approaching Expectations: L Meets Expectations: Level M/N Exceeds Expectations: Level O</p> <p>Note: Readers in level K should be reading eight to ten books per week, while readers in levels L/M, four to six per week, and in N/O/P/Q, two to four per week. Either way—students should be reading a lot--- and this matters more than anything else in the curricular calendar.</p> <p>Reading Rate 115-140 words per minute by the end of the academic school year. (*Any student that enters 3rd grade with a sight vocabulary less than 150 words needs to direct focus paid towards increasing their sight-word fluency which will therefore increase their reading rate.)</p> <p>Word Study Assessments:</p>
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<p>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).</p> <p>C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>D. Explain their own ideas and understanding in light of the discussion.</p>		<p>Word Journeys Screening Inventory (for any new to the district student)</p> <p>Word Journeys Feature Inventory (Based on previous year's assessments in Letter Name, Within Word, Syllable Juncture, or Derivational Constancy)</p> <p>Alternative: Student presentations Story blog</p>
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Interdisciplinary Connections

Technology: 8.1.5.A.3: Use a graphic organizer to organize information about a problem or issue.
ELA: NJSLA.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.
 Activity: Have students create a story map of the key events in their independent reading books.

Social Studies: 6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
ELA: NJSLA.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
 Activity: After reading mentor text, Gobble, Shiver, and Snore, have students make a list of rules and laws that promote a positive classroom using information from the story.

Math: OA.3A Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
ELA: NJSLA.SL.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
 Activity: Students will write and solve multiplication and division word problems and present their solutions to peers by using arrays and equal group drawings to display understanding.

21st Century Skills

Career Ready Practice:

CRP1. Use technology to enhance productivity.

NJSLS.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)

Activity: Students will create a mental image of what they pictured in their minds while reading their independent fiction text and create this image using google drawings..

9.2 Career Awareness, Exploration, and Preparation

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

ELA NJSLS.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.

Activity: Students will read an independent book and write in reader's notebooks about how a character in a story solved personal or community problem.

Readers Workshop Unit 2 ~ Reading to Learn
Grasping Main Ideas and Text Structures
November/ December
8 weeks

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Good readers grasp the main idea in nonfiction Good readers identify nonfiction text structures and adjusting their reading pace <p>Goals: NJSLS.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. NJSLS.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. NJSLS.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. NJSLS.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>. NJSLS.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. NJSLS.RI.3.6 Distinguish their own point of view from that of the author of a text. NJSLS.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). NJSLS.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text</p>	<p>Bend 1: Determining Importance in Expository Texts</p> <ul style="list-style-type: none"> Previewing nonfiction Looking for structure within a text Grasping main ideas in nonfiction texts Becoming experts and teaching others from nonfiction texts Choosing strong text evidence Tackling complexity Getting better requires clear goals and deliberate work: Learning progressions <p>Bend 2: Lifting the Level of Thinking About Expository Texts</p> <ul style="list-style-type: none"> Reading for significance: Approaching nonfiction reading as a learner Reading differently because of conversations Distinguishing your own opinion from that of the author Lifting the level of students' talk <p>Bend 3: Synthesizing and Growing Ideas in Narrative Nonfiction</p> <ul style="list-style-type: none"> Using text structure to hold on to meaning in narrative nonfiction Summarizing narrative nonfiction Finding relationships between a series of ideas in a text Tackling hard words that complicate meaning Reading biographies through different lenses Reflecting on important ideas in text sets or paired texts Seeking underlying ideas in true stories Bringing your narrative nonfiction lenses to a broader range of texts Identifying when a text is hybrid nonfiction and adjusting accordingly 	<p>Core Materials: Units of Study for Reading</p> <p>Supplemental Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts: <u><i>Deadliest Animals</i></u> (National Geographic Reader by Melissa Stewart <u><i>Butterflies and Moths</i></u> by Bobbie Kalman <u><i>The Pumpkin Book</i></u> by Gail Gibbons <u><i>Emperor Penguin</i></u> by Meish Goldish <u><i>Water Everywhere</i></u> by Jill Astkins <u><i>Surprising Sharks</i></u> by Nicola Davies <u><i>Bears</i></u> by Deborah Hodge <u><i>Apples</i></u> by Gail Gibbons <u><i>Bug-A-Licious</i></u> by Meish Goldish <u><i>A Rock Is Lively</i></u> by Dianna Hutts Aston & Sylvia Long <u><i>Let's Go Rock Climbing</i></u> <u><i>Caves</i></u> by Stephen P. Kramer <u><i>Oceans and Seas</i></u> by Cassie Mayer <u><i>Hurricane!</i></u> By Jonathan London <u><i>All Pigs are Beautiful</i></u> by Dick King-Smith <u><i>Appalachia: The Voices of Sleeping Birds</i></u> by Cynthia Rylant <u><i>Bat Loves the Night</i></u> by Nicola Davies <u><i>Ella Fitzgerald: The Talk of A Vocal Virtuosa</i></u> by Andrea D. Pinkney <u><i>Gentle, Giant Octopus</i></u> by Karen Wallace <u><i>Going Home: The Mystery of Animal Migration</i></u> by Marianne Berkes <u><i>Rosa</i></u> by Nikki Giovanni <u><i>A Voice of Her Own: A Story of Phillis Wheatley, Slave Poet</i></u> by Kathryn Lasky</p>

<p>(e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text</p> <p>NJSLS.RI.3.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.</p> <p>NJSLS.RI.3.10 By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>NJSLS.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>A. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>C. Decode multisyllable words.</p> <p>NJSLS.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>NJSLS.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., After dinner that night we went looking for them).</p> <p>NJSLS.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.</p> <p>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under</p>	<ul style="list-style-type: none"> • Becoming your own reading coach <p>Word Study/Phonics:</p> <ul style="list-style-type: none"> • Compound words • Reinforce word solving actions • Domain-specific vocabulary • VALE Units 4-6 <p>Integrate test prep into instruction:</p> <ul style="list-style-type: none"> • Incorporate standardized test formats into chapter and unit tests • Require students to show their work and use test-taking skills during everyday activities • Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying • Highlight test taking skills • Review test taking vocabulary 	<p><u><i>Welcome to the Green House</i></u> by Jane Yolen</p> <p><u><i>What Do You Do When Something Wants to Eat You?</i></u> By Steve Jenkins</p> <p><u><i>When Marian Sang: The True Recital of Marian Anderson</i></u> by Pam Munoz Ryan</p> <p><u><i>Cactus Hotel</i></u> by Brenda Z. Guiberson</p> <p>Teacher Resources:</p> <p>Units of Study for Teaching Reading by Lucy Calkins, <u><i>Reading to Learn</i></u>, Unit 2</p> <p><u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i></u> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p><u><i>Daily Café</i></u> by Gail Boushey and Joan Moser</p> <p><u><i>Conferring with Readers</i></u> by Jennifer Serravallo</p> <p><u><i>The Art of Teaching Reading</i></u> by Lucy Calkins</p> <p><u><i>Reading with Meaning Teaching Comprehension in the Primary Grades</i></u> by Debbie Miller</p> <p><u><i>Word Journeys Assessment Guided Phonics, Spelling, and Vocabulary Instruction</i></u> by Kathy Ganske</p> <p><u><i>Strategies That Work</i></u> by Anne Goudvis and Stephanie Harvey</p> <p>VALE Units</p> <p>Technology:</p> <p>Google Apps</p> <p>Assessments:</p> <p>Formative:</p> <p>Student/teacher conferences</p> <p>Readers Workshop Notebooks</p> <p>Reading Learning Progressions</p> <p>Rubrics</p> <p>Summative:</p> <p>Student presentations</p> <p>Reading Pathways Performance Assessments</p> <p>Benchmark:</p>
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<p>discussion.</p> <p>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).</p> <p>C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>D. Explain their own ideas and understanding in light of the discussion.</p> <p>NJSLS.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>		<p>Running Records</p> <p>Below Expectations: Level L or below</p> <p>Approaching: Level M</p> <p>Meets Expectations: Level N</p> <p>Exceeds Expectations: Level O</p> <p>Note: Readers in level K should be reading eight to ten books per week, while readers in levels L/M, four to six per week, and in N/O/P/Q, two to four per week. Either way—students should be reading a lot--- and this matters more than anything else in the curricular calendar.</p> <p>Reading Rate</p> <p>115-140 words per minute by the end of the academic school year. (*Any student that still has a sight vocabulary less than 150 words needs to direct focus paid towards increasing their sight-word fluency, which will therefore increase their reading rate.)</p> <p>Alternative:</p> <p>Informational Website</p>
Interdisciplinary Connections		
<p>Technology: 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>NJSLS.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>Activity: Students will create a timeline of an important historical figure.</p> <p>Science: 3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.</p> <p>ELA: RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>Activity: Read animal habitat nonfiction texts and identify the main idea and key supporting details.</p> <p>Social Studies: 6.1.4.A.16 Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.</p> <p>ELA: NJSLS.RI.3.7 Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate an understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>Activity: Read dogonews.com or Time for Kids nonfiction article about human rights and identify key story elements such as who, what, when, where, why, and how.</p>		
21st Century Skills		

Career Ready Practice:

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

ELA:NJSLS.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.

Activity: Discuss the topic of immigration and compare problems facing immigrants from past and present.

9.2 Career Awareness, Exploration, and Preparation

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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

Activity: Students will discuss why proper spelling is important for their future and practice individual spelling patterns/words by playing SPARKLE in a small group.

Readers Workshop Unit 3 ~ Character Studies: Series Book Clubs January/February 6 weeks

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none">Good readers approach a character with empathy.Good readers reflect upon how a character responds to changing situations, learns lessons, and grows. <p>Goals: NJSLS.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. NJSLS.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 NJSLS.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. NJSLS.RL.3.4 Determine the meaning of words and phrases as</p>	<p>Bend 1: Getting To Know a Character as Friend</p> <ul style="list-style-type: none">Readers notice how a new character talks and actsFrom observations to ideas: Readers think, "What is my character like?"Noticing patterns, seeing more: Growing theories about a characterGrowing bigger theories about a character: Asking whyUsing theories about characters to predictUsing context to understand unfamiliar wordsTaking stock and self-assessing: Looking at checklists, noticing strengths and weaknesses, and making new reading goals <p>Bend 2: Following a Character's Journey</p> <ul style="list-style-type: none">Stories are shaped like a mountain: Readers watch characters go up and downReaders expect character to	<p>Core Materials: Units of Study for Reading</p> <p>Supplemental Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts: <i>Because of Winn Dixie</i> by Kate DiCamillo (Chapter book read aloud) <i>Thank you Mr. Falker</i> by Patricia Polacco <i>Tales of a Fourth Grade Nothing</i> book series by Judy Bloom <i>Ramona Quimby</i> book series by Beverly Cleary <i>Stink</i> book series by Megan McDonald <i>Poppy</i> <i>Henry and Mudge</i> book series by Cynthia Rylant <i>The Dragon Slayer's Academy</i> by Kate McMullan <i>Amber Brown</i> series by Paula Danzinger <i>The Stories Julian Tells</i> book series by Anne Cameron <i>The Boxcar Children</i> book series</p>

<p>they are used in a text, distinguishing literal from nonliteral language.</p> <p>NJSLS.RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>NJSLS.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>NJSLS.RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)</p> <p>NJSLS.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).</p> <p>NJSLS.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>NJSLS.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>NJSLS.RF.3.3.A Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>NJSLS.RF.3.3.B Decode words with common Latin suffixes.</p> <p>NJSLS.RF.3.3.C Decode multisyllable words.</p> <p>NJSLS.RF.3.3.D Read grade-appropriate irregularly spelled words.</p> <p>NJSLS.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>NJSLS.RF.3.4.A Read grade-level text with purpose and understanding.</p> <p>NJSLS.RF.3.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>NJSLS.RF.3.4.C Use context to confirm or self-correct word</p>	<p>face and react to trouble</p> <ul style="list-style-type: none"> • Readers notice the roles secondary characters play in the main character's journey • Noticing the roles illustrations play in a story • Readers pay close attention to the climax of a story, noticing how the main character is tested • Readers notice how a character resolves big trouble • Readers learn lessons alongside their characters • Lingering with a story after it's done: Looking back to analyze author's craft <p>Bend 3: Comparing and Contrasting Characters Across Books</p> <ul style="list-style-type: none"> • Comparing characters: Noticing similarities and differences • Readers compare the problems characters face and their reactions • Readers ask, "What makes you say that?": Engaging in text-based mini-arguments about characters • Comparing and contrasting the lessons character learn • Comparing and contrasting the point of view of the reader, narrator, and characters <p>Word Study/Phonics:</p> <ul style="list-style-type: none"> • VALE Units 7&8 • VALE Review Unit 1 <p>Integrate test prep into instruction:</p> <ul style="list-style-type: none"> • Incorporate standardized test formats into chapter and unit tests • Require students to show their work and use test-taking skills during everyday activities • Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, 	<p>by Gertrude Chandler Warner <u><i>Hank Zipzer</i></u> book series (<u><i>A Brand New Me!</i></u>) by Henry Winkler and Lin Oliver</p> <p><u><i>Magic Tree House</i></u> book series by Mary Pope Osborne</p> <p><u><i>Judy Moody</i></u> book series by Megan McDonald</p> <p>*A chapter book read aloud is highly suggested from a series that no one in the class is reading that is more complex than most third graders can read independently.</p> <p>Teacher Resources:</p> <p>Units of Study for Teaching Reading by Lucy Calkins, <u><i>Character Studies</i></u>, Unit 3</p> <p><u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i></u> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p><u><i>Following Characters into Meaning Envisionment, Prediction, and Inference</i></u> Volume 1 Written by Lucy Calkins and Kathleen Tolan</p> <p><u><i>Daily Café</i></u> by Gail Boushey and Joan Moser</p> <p><u><i>Conferring with Readers</i></u> by Jennifer Serravallo</p> <p><u><i>The Art of Teaching Reading</i></u> by Lucy Calkins</p> <p><u><i>Reading with Meaning Teaching Comprehension in the Primary Grades</i></u> by Debbie Miller</p> <p><u><i>Word Journeys Assessment Guided Phonics, Spelling, and Vocabulary Instruction</i></u> by Kathy Ganske</p> <p><u><i>Strategies That Work</i></u> by Anne Goudvis and Stephanie Harvey</p> <p>VALE Units</p> <p>Technology:</p> <p>Google Slides</p> <p>YouTube</p> <p>Assessments:</p> <p>Formative:</p> <p>Student/teacher conferences</p> <p>Readers Workshop Notebooks</p> <p>Reading Learning Progressions</p> <p>Rubrics</p>
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<p>recognition and understanding, rereading as necessary.</p> <p>NJSLS.L.3.3. 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> <p>NJSLS.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.</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., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>NJSLS.L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>NJSLS.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., After dinner that night we went looking for them).</p> <p>NJSLS.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.</p> <p>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>B. Follow agreed-upon norms for discussions (e.g., gaining the floor in</p>	<p>mainly evaluating, synthesizing, analyzing, and applying</p> <ul style="list-style-type: none"> ● Highlight test taking skills ● Review test taking vocabulary 	<p>Summative: Student presentations Reading Pathways Performance Assessments</p> <p>Alternative: Podcasting</p>
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<p>respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>D. Explain their own ideas and understanding in light of the discussion.</p> <p>NJSLS.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>		
Interdisciplinary Connections		
<p>Technology: 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>ELA: NJSLS.L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>Activity: Students will choose an idiom to explain using a google slides presentation.</p> <p>Social Studies: 6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.</p> <p>ELA:NJSLS.RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.</p> <p>Activity: Students will choose one part of MLK “I have a dream” speech and explain its relevance today.</p> <p>Math: 3NFA1 Develop understanding of fractions as numbers. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.</p> <p>ELA:NJSLS.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.</p> <p>Activity: Students will define new math terms with definitions and illustrations.</p>		
21st Century Skills		
<p>Career Ready Practice:</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> <p>ELA:NJSLS.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Activity: Students will listen to Kid President youtube presentation on perseverance/grit and work in groups to discuss ways perseverance can be used to solve everyday problems.</p> <p>9.2 Career Awareness, Exploration, and Preparation</p> <p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p> <p>ELA: NJSLS.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).</p> <p>Activity: Compare and contrast how the main characters in <i>Stone Fox</i> and <i>Because of Winn Dixie</i> overcame their problems.</p>		

Readers Workshop ~ Unit 4
Mystery: Foundational Skills in Disguise
February - March
5 weeks

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Good readers develop a sense for how mysteries go and a sense of a particular series. One mystery fits within a set of other, similar mysteries. Good readers interpret by taking away life lessons from the characters and plot. <p>Goals: NJSLS.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. NJSLS.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. NJSLS.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. NJSLS.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. NJSLS.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters. NJSLS.RL.3.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson,</p>	<p>Bend 1: Mystery Readers Read for Clues</p> <ul style="list-style-type: none"> Mystery readers read like detectives reading pages to discover the main detective and pay attention to the clues Mystery readers read for clues; noticing and thinking about all the information learned while reading Mystery readers read with suspicion; making lists of suspects and paying attention to the little details of the story Mystery readers read deeper into a book to consider old clues in the light of new information Mystery readers notice author's red herrings (false clues)—paying attention to author's craft <p>Bend 2: Reading Across Mysteries</p> <ul style="list-style-type: none"> Readers pay close attention to the setting and to the main character's habits and strengths, predicting how the might act, when starting a new book in the series Readers pay attention to not only the main character but to sidekicks and friends who help the main character Good readers talk to reading book club partners about their reading—making interpretations and synthesizing information <p>Bend 3: Mystery Readers Learn Life Lessons From Our Books</p> <ul style="list-style-type: none"> Mystery readers learn life 	<p>Core Materials: Units of Study for Reading</p> <p>Supplemental Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts: <i>A to Z Mysteries</i> series by Ron Roy <i>Amber Brown</i> series by Paula Danzinger <i>Encyclopedia Brown</i> series by Donald Sobol <i>Nate the Great</i> series by Marjorie Sharmat <i>Horrible Harry</i> series by Suzy Kline <i>Jigsaw Jones</i> mystery series by James Preller <i>Cam Jansen</i> series by David A. Adler <i>Who Stole The Wizard of Oz</i> by Avi <i>Scooby Doo</i> mystery series by James Gelsey <i>The Boxcar Children</i> book series by Gertrude Chandler Warner <i>Bones Mystery</i> series by David Adler <i>Jigsaw Jones</i> book series by James Preller <i>The Twiddle Twins</i> series books by Howard Goldsmith <i>Nancy Drew</i> series books by Carolyn Keene <i>The Black Stallion</i> book series by Walter Farley <i>Third Grade Detectives</i> series by George E. Stanley *A chapter book read aloud is highly suggested from a series that no one in the class is reading that is more complex than most third graders can read independently.</p> <p>Teacher Resources: <i>Units of Study for Reading</i> by Lucy Calkins, Mystery Unit Grade 3 <i>The Continuum of Literacy Learning Grades PreK-8 A Guide</i></p>

<p>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).</p> <p>NJSLS.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>NJSLS.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>A. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>B. Decode words with common Latin suffixes.</p> <p>C. Decode multisyllable words.</p> <p>D. Read grade-appropriate irregularly spelled words.</p> <p>NJSLS.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>NJSLS.L.3.3. 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> <p>NJSLS.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.</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>lessons from their characters</p> <ul style="list-style-type: none"> • Mystery readers notice character's' emotional reactions to situations and think about what life lesson they can take away from it • Readers can learn from the culprit's motives <p>Word Study/Phonics:</p> <ul style="list-style-type: none"> • Figurative language • Shades of meaning for words • Homophones/homographs • VALE Review Units 2-4 <p>Integrate test prep into instruction:</p> <ul style="list-style-type: none"> • Incorporate standardized test formats into chapter and unit tests • Require students to show their work and use test-taking skills during everyday activities • Teach critical thinking skills. • Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying • Highlight test taking skills • Review test taking vocabulary 	<p><i>to Teaching Writing</i> by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p><i>Daily Café</i> by Gail Boushey and Joan Moser</p> <p><i>Conferring with Readers</i> by Jennifer Serravallo</p> <p><i>The Art of Teaching Reading</i> by Lucy Calkins</p> <p><i>Reading with Meaning Teaching Comprehension in the Primary Grades</i> by Debbie Miller</p> <p>VALE Units</p> <p>Technology: Word Smart Art Graphics</p> <p>Assessments: Formative: Student/teacher conferences Readers Workshop Notebooks Reading Learning Progressions Rubrics</p> <p>Summative: Student presentations Reading Pathways Performance Assessments</p> <p>Benchmark: Running Records: Below Expectations: Level M Approaching: Level N Meets Expectations: Level O Exceeds Expectations: Level P</p> <p>Reading Rate 115-140 words per minute by the end of the academic school year. (*Any student that still has a sight vocabulary less than 150 words needs to direct focus paid towards increasing their sight-word fluency, which will therefore increase their reading rate.)</p> <p>Alternative: Create a concept map</p>
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<p>(e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). NJSLS.L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). NJSLS.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., After dinner that night we went looking for them). NJSLS.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>		
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Interdisciplinary Connections

Technology:8.1.5.A.3 Use a graphic organizer to organize information about a problem or issue.

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

Activity: Students will write post-it notes in independent mystery books to track their thinking while reading.

Social Studies:6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

ELA:NJSLS.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.

Activity: Students will describe both the inside and outside character traits of the main character and how their culture impacts those traits in their reading response journal.

Science:3-PS2-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

ELA:NJSLS.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
 Activity: Students will explore the mystery of motion and matter by discussing and creating wheel and axle systems using domain specific words from current ELA and Science units..

21st Century Skills

Career Ready Practice:

CRP4. Communicate clearly and effectively and with reason.

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

Activity: Students will use literature circles to discuss mystery book.

9.2 Career Awareness, Exploration, and Preparation

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

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

Activity: Students will read and write morning announcements about canned food drives and other Student Voice activities.

Reading Workshop ~ Unit 5

Research Clubs

April/May (6 weeks)

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
Enduring Understandings: <ul style="list-style-type: none"> Good readers can learn from what they read Learning to learn is about becoming an independent thinker, problem solving, teamwork, knowledge of the world, and adaptability. Goals: NJSLS.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. NJSLS.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. NJSLS.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.	Bend 1: Researching a Topic <ul style="list-style-type: none"> Revving up for a research project: Readers orient themselves to a text set Cross-text synthesis Using the lingo of experts Zeal matters: Pursuing collaborative inquiries with commitment Growing ideas about nonfiction Researchers ask questions Researchers use text features and tools to help them understand their topic and learn more Bend 2: A Second Cycle of Research <ul style="list-style-type: none"> Planning a second study Reading with volume and fluency Readers notice text structures and use them to organize their learning Compare and contrast Cause and effect 	Core Materials: Units of Study for Reading Supplemental Materials: Leveled Bookroom Classroom Libraries Possible Read-Aloud Texts: Teacher selected small collections of accessible, high interest books on animals Animal Book List and Animal Video List in Heinemann online resources Teacher Resources: <u><i>Research Clubs</i></u> Reading Units of Study by Lucy Calkins, Unit 4 <u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i></u> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <u><i>Daily Café</i></u> by Gail Boushey and Joan Moser <u><i>Conferring with Readers</i></u> by Jennifer Serravallo

<p>NJSLS.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p> <p>NJSLS.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>NJSLS.RI.3.6 Distinguish their own point of view from that of the author of a text.</p> <p>NJSLS.RI.3.7 Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate an understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>NJSLS.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text</p> <p>NJSLS.RI.3.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.</p> <p>NJSLS.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.</p> <p>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>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).</p> <p>C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>	<ul style="list-style-type: none"> • Reading closely, thinking deeply <p>Bend 3: Synthesising, Comparing, and Contrasting</p> <ul style="list-style-type: none"> • Experts widen their field of focus and see patterns • Asking questions, growing big ideas • Determining the author's point of view • Pursuing questions • Developing evidence-based theories • Adding to theories by researching big-picture concepts • Learning to apply the knowledge readers develop through their research • Finding solutions to real-world problems • Enhancing your research with multimedia <p>Word Study/Phonics:</p> <ul style="list-style-type: none"> • VALE Review Units 5&6 <p>Integrate test prep into instruction:</p> <ul style="list-style-type: none"> • Incorporate standardized test formats into chapter and unit tests • Require students to show their work and use test-taking skills during everyday activities • Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying • Highlight test taking skills • Review test taking vocabulary 	<p><u><i>The Art of Teaching Reading</i></u> by Lucy Calkins</p> <p><u><i>Reading with Meaning Teaching Comprehension in the Primary Grades</i></u> by Debbie Miller</p> <p><u><i>Word Journeys Assessment Guided Phonics, Spelling, and Vocabulary Instruction</i></u> by Kathy Ganske</p> <p><u><i>Strategies That Work</i></u> by Anne Goudvis and Stephanie Harvey</p> <p>VALE Units</p> <p>Technology: Online search engines Google Maps</p> <p>Assessments: Formative: Student/teacher conferences Readers Workshop Notebooks Reading Learning Progressions Rubrics</p> <p>Summative: Student presentations Reading Pathways Performance Assessments</p> <p>Alternative: Create an artifact</p>
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<p>D. Explain their own ideas and understanding in light of the discussion.</p> <p>NJSLS.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>NJSLS.SL.3.5 Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>NJSLS.SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)</p> <p>NJSLS.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>D. Read grade-appropriate irregularly spelled words.</p> <p>NJSLS.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>NJSLS.L.3.3. 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> <p>NJSLS.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.</p> <p>A. Use sentence-level context as a</p>		
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<p>clue to the meaning of a word or phrase.</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> <p>NJSLS.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., After dinner that night we went looking for them).</p> <p>NJSLS.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>		
Interdisciplinary Connections		
<p>Technology: 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>ELA:NJSLS.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>Activity: Students will research ways to conserve water.</p> <p>Social Studies: 6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.</p> <p>ELA:NJSLS.RI.3.7 Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate an understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>Activity: Students will create a map a part of the United States by using different symbols for each landform.</p> <p>Science: 3-ESS2-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.</p> <p>ELA:NJSLS.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>Activity: Students will read about different types of weather and climates and work on making a daily weather report using graphical displays.</p>		
21st Century Skills		
<p>Career Ready Practice:</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>ELA:NJSLS.RI.3.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.</p> <p>Activity: Students will read an article, watch a video clip, brainstorm possible solutions, and perform a reader's theater on water conservation. They will compare/contrast information from at least three media..</p> <p>9.2 Career Awareness, Exploration, and Preparation</p> <p>Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p>		

ELA: NJSLS.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.
 Activity: Students will watch FOSS video on Weather Reporters and describe types of roles in a weather reporter's job.

Readers Workshop ~ Unit 6
Learning Through Reading: Countries Around the World
May/June 6 weeks

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Readers use all non-fiction skills and strategies, such as gathering information from text and taking brief notes while categorizing information when trying to research about a topic. Good readers read with purpose, grapple with unfamiliar content, and decide which information is most important <p>Goals: NJSLS.RI.3.1 Ask and answer questions to demonstrate understanding of a text. NJSLS.RI.3.2 Determine the main idea of a text; recount key details and explain how they support the main idea of a text NJSLS.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to grade 3 topic or subject area. NJSLS.RI.3.5 Use text features and search tools (maps, photographs) and the words in a text to demonstrate understanding of a text (where, when, why and how the events occur) NJSLS.RI.3.6 Distinguish their own point of view from that of the author of a text. NJSLS.RI.3.7 Use information gained from illustrations (eg maps, photographs) and the words in a text to demonstrate understanding of the text (where, when, why and how key events occur) NJSLS.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text</p>	<p>Bend 1: Learning about a Country using a Variety of Texts and Lenses</p> <ul style="list-style-type: none"> Researchers transfer schema from previous work to new work Readers read easier texts before more difficult ones to get an overview and understand vocabulary Researchers use note taking strategies using text structures Researchers narrow their lens Researchers reflect on their notes to grow ideas about their learning Researchers synthesize their learning by teaching others Researchers use terms repeated by an author <p>Bend 2: Researching a different Country</p> <ul style="list-style-type: none"> Researchers think about tools and resources from past projects and apply them to new projects Researchers make choices about how the research will be organized, and plan notes accordingly Researchers share information and learn from each other <p>Bend 3: Learning and Thinking Across Countries: Exploring Similarities and Differences to Grow Ideas</p> <ul style="list-style-type: none"> Researchers compare and contrast noting significances Researchers use compare 	<p>Core Materials: Units of Study for Reading</p> <p>Supplemental Materials: Leveled Bookroom Classroom Libraries Text sets on Australia, India, China, and Africa</p> <p>Mentor Texts: Teacher selected materials</p> <p>Teacher Resources: <i>If...Then...Curriculum</i> Reading Units of Study by Lucy Calkins, p. 1 <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <i>Daily Café</i> by Gail Boushey and Joan Moser <i>Conferring with Readers</i> by Jennifer Serravallo <i>The Art of Teaching Reading</i> by Lucy Calkins <i>Reading with Meaning Teaching Comprehension in the Primary Grades</i> by Debbie Miller <i>Word Journeys Assessment Guided Phonics, Spelling, and Vocabulary Instruction</i> by Kathy Ganske <i>Strategies That Work</i> by Anne Goudvis and Stephanie Harvey VALE Review Units</p> <p>Technology: Google Classroom Google Docs</p> <p>Assessments: Formative:</p>

<p>(e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text</p> <p>NJSLS.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>NJSLS.RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>NJSLS.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>NJSLS.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text</p> <p>NJSLS.RF3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>A. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>B. Decode words with common Latin suffixes.</p> <p>C. Decode multisyllable words.</p> <p>D. Read grade-appropriate irregularly spelled words.</p> <p>NJSLS.RF3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>NJSLS.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.</p> <p>A. Use sentence-level context as a</p>	<p>and contrast observations and their notes to develop theories and conclusions</p> <p>Bend 4: Learning About Countries and Cultures Through Literature (Folktales and Fairy Tales)</p> <ul style="list-style-type: none"> • Researchers draw on non-fiction to help them think more deeply about fiction related to their topic. • Researchers study narrative elements of stories to learn more about the culture • Researchers compare and contrast stories about a culture to learn more about these cultures • Researchers learn about the values of a culture by studying the traits of characters in that culture's stories <p>Word Study/Phonics:</p> <ul style="list-style-type: none"> • VALE Review Units 7&8 	<p>Student/teacher conferences Readers Workshop Notebooks Reading Learning Progressions Rubrics</p> <p>Summative: Student presentations Reading Pathways Performance Assessments</p> <p>Benchmark: Running Records: Below Expectations: Level N Approaching: Level O Meets Expectations: Level P/Q Exceeds Expectations: Level R</p> <p>Reading Rate 140-150 words per minute by the end of the academic school year.</p> <p>Alternative: Design a travel brochure</p>
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<p>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., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>NJSLS.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., After dinner that night we went looking for them).</p>		
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Interdisciplinary Connections

Technology: 8.1.5.A.3 Use a graphic organizer to organize information about a problem or issue.

ELA:NJSLS.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

Activity: Students will use a graphic organizer to compare and contrast the central message of two stories such as Me First and Old Mother Westwind.

Social Studies: 6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

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

Activity: Students will compare and contrast the cultural differences of two stories, such as the Name Jar and My Name is Yoon by creating a Venn diagram.

- **Science: 3-ESS2-2.** Obtain and combine information to describe climates in different regions of the world.

ELA:NJSLS.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.

Activity: Students will read nonfiction texts on the climate in different regions with peers and describe the climate in their Science Notebooks.

21st Century Skills

Career Ready Practice:

- **CRP6.** Demonstrate creativity and innovation.

ELA: NJSLS.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

Activity: Students will read a folktale or fable, create a representative artifact, and write a description of the artifact.

9.2 Career Awareness, Exploration, and Preparation

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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

Activity: Hold a book club discussion regarding the main idea and connections between a fiction and a nonfiction book from students' text sets. Reflect on why mastering this skill will help students in the future.

3rd GRADE WRITING Writer's Workshop Unit 1 Building the Writing Community/Crafting True Stories September/October (8 weeks)

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Writers develop a personal narrative that is driven by characters' experiences and the emotional responses of the characters to those situations. Crafting personal narratives is a process with an end product that can speak powerfully and vividly to readers. <p>Goals: NJSLS.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. NJSLS.W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. NJSLS.W.3.5. With guidance and support from peers and adults,</p>	<p>Teaching Points: Bend 1: Writing Personal Narratives with Independence</p> <ul style="list-style-type: none"> Starting with writing workshop: Visualizing possibilities Finding ideas and writing up a storm Drawing on a repertoire of strategies: Writing with independence Writers use a storyteller's voice. They tell us stories, not summaries Taking stock: Pausing to ask, "How am I doing?" Editing as we go: Making sure others can read our writing Editing as we go: Making sure we use strong words to clearly order events for the reader <p>Bend 2: Becoming a Storyteller on the Page</p> <ul style="list-style-type: none"> Rehearsing: Storytelling and leads Writing discovery drafts Revising by studying what other authors have done Storytellers develop the heart of the story Paragraphing to support sequencing, dialogue, and elaboration <p>Bend 3: Writing with New</p>	<p>Core Materials: Units of Study for Writing</p> <p>Supplemental Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts (Instructional Read Aloud): <u><i>How I Spent My Summer Vacation</i></u> by Mark Teague <u><i>The Memory Box</i></u> by Mary Bahy <u><i>Thank you Mr. Falker</i></u> by Patricia Polacco <u><i>Aunt Flossie's Hats and Crab Cakes</i></u> <u><i>Fireflies</i></u> by Julie Brinkloe <u><i>Thundercake</i></u> by Patricia Polacco <u><i>Come On Rain</i></u> by Karen Hesse <u><i>Voices in the Park</i></u> by Anthony Browne <u><i>The Hickory Chair</i></u> by Lisa Rowe Frustino <u><i>Owl Moon</i></u> by Jane Yolan <u><i>Ben Trumpet</i></u> by Rachel Isadora. <u><i>My Rotten Redheaded Older Brother</i></u> by Patricia Polacco</p> <p>Teacher Resources: <u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Writing</i></u> by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p><u><i>Units of Study for Narrative, Opinion, and Information Writing Crafting True Stories</i></u></p>

<p>develop and strengthen writing as needed by planning, revising, and editing.</p> <p>NJSLS.W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</p> <p>NJSLS.W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>NJSLS.SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>NJSLS.L.3.1. 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>D. Form and use regular and irregular verbs.</p> <p>E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</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>NJSLS.L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>C. Use commas and quotation marks in dialogue.</p> <p>E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing</p>	<p>Independence on a Second Piece</p> <ul style="list-style-type: none"> • Becoming one's own job captain: Starting a second piece, working with new independence • Drafting: Writing from inside a memory • Commas and quotation marks: Punctuating dialogue <p>Bend 4: Fixing Up and Fancying Up Our Best Work: Revision and Editing</p> <ul style="list-style-type: none"> • Writers revise in big, important ways • Revising endings: Learning from published writing • Using editing checklists <p>Grammar/Punctuation:</p> <ul style="list-style-type: none"> • Review nouns • Review verbs • Adjectives • Adverbs • Punctuating dialogue • Consulting reference tools during the revision process 	<p>Unit 1 Crafting True Stories (Narrative) written by Lucy Calkins and Marjorie Martinelli Grade 3 Published by Heinemann</p> <p>http://readingandwritingproject.com/</p> <p>Technology: Google Docs</p> <p>Assessments: Formative: Writing Checklists Learning Progressions Student/ teacher conferences Writing Notebooks Student Performance Checklists for Writing</p> <p>Summative: Writing samples and student writing portfolios Student presentations Standards Based Writing Rubrics Reading and Writing Pathways Performance Assessments</p> <p>Benchmark: Narrative Benchmark Assessment</p> <p>Alternative: Dramatize and produce a reader's theater production of a story</p>
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words. G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		
Interdisciplinary Connections		
<p>Technology: 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.. ELA:NJSLS.W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. Activity: Students will create a story map to use for a narrative writing piece.</p> <p>Social Studies:6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy. ELA:NJSLS.W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. Activity: Students will make a list of democratic rules for their classroom.</p> <p>Science:3-LS3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. ELA:NJSLS.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. Activity: Students will keep a daily journal of seed growth in Science Notebook describing seed properties when water is added each day.</p>		
21st Century Skills		
<p>Career Ready Practice:</p> <p>CRP1. Use technology to enhance productivity. ELA: NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Activity: Students will type narrative writing piece using Google docs.</p> <p>9.2 Career Awareness, Exploration, and Preparation</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. ELA:NJSLS.SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. Activity: Students will discuss and create a T chart of the qualifications of great narrative writing and reflect upon why they are important for future writing projects.</p>		

Writer's Workshop Unit 2
The Art of Information Writing
November - December (9 weeks)

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
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<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Write informative text to examine a topic and convey ideas and information clearly. • Writers organize information to assist them in the writing process including introductions and text features. • Writers use mentor texts to make connections within and across chapters and research topics to enhance their writing. • Writer's use a variety of writing and editing strategies to ensure accuracy of facts and clarification for reads. <p>Goals: NJSLS.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. NJSLS.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.) NJSLS.W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. NJSLS.W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with</p>	<p>Teaching Points:</p> <p>Bend 1: Organizing Information</p> <ul style="list-style-type: none"> • Teaching others as a way to prime the pump • The power of organizing and reorganizing • New structures lead to new thinking • Laying the bricks of information writing • Organization matters in texts large and small <p>Bend 2: Reaching to Write Well</p> <ul style="list-style-type: none"> • Studying mentor texts in a search for elaboration strategies • Making connections within and across chapters • Balancing facts and ideas from the start • Researching facts and ideas from the start • Reusing and recycling in the revision process • Creating introductions through researching mentor authors <p>Bend 3: Moving Toward Publication, Moving Toward Readers</p> <ul style="list-style-type: none"> • Taking stock and setting goals • Putting oneself in the reader's' shoes to clear up confusion • Using text features makes it easier for readers to learn • Fact-checking through rapid research • Punctuating and paragraphs • Using linking words and phrases <p>Bend 4: Transferring Learning From Long Projects to Short Ones</p> <ul style="list-style-type: none"> • Plan content-area writing, drawing on knowledge from across the unit • Revising from self-assessments • Crafting speeches, articles, or brochures while using information writing skills • Bringing all that we know 	<p>Core Materials: Units of Study for Writing</p> <p>Supplemental Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts: <u><i>Dangerous Animals</i></u> by Melissa Stewart <u><i>Butterflies and Moths</i></u> by Bobbie Kalman <u><i>The Pumpkin Book</i></u> by Gail Gibbons <u><i>Emperor Penguin</i></u> by Meish Goldish <u><i>Water Everywhere</i></u> by Jill Astkins <u><i>Surprising Sharks</i></u> by Nicola Davies <u><i>Friends: Making Them and Keeping Them</i></u> by Patti Kelley Criswell <u><i>Bears</i></u> by Deborah Hodge <u><i>Apples</i></u> by Gail Gibbons <u><i>Bug-A-Licious</i></u> by Meish Goldish <u><i>A Rock Is Lively</i></u> by Dianna Hutts Aston & Sylvia Long <u><i>Let's Go Rock Climbing</i></u> published by Houghton Mifflin <u><i>Caves</i></u> by Stephen P. Kramer <u><i>Oceans and Seas (Bodies of Water)</i></u> by Cassie Mayer <u><i>Hurricane!</i></u> By Jonathan London</p> <p>Teacher Resources: <u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i></u> Written by Gay Su Pinnell and Irene C. Fountas and Published by <u><i>Units of Study for Narrative, Opinion, and Information</i></u> Unit 2: The Art of Information Writing by Lucy Calkins and M. Colleen Cruz Grade 3 Published by Heinemann</p> <p>Technology: Google Docs</p> <p>Assessments: Formative: Writing Checklists Learning Progressions Student/ teacher conferences Writing Notebooks Student Performance Checklists for Writing</p>
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<p>others.</p> <p>NJSLS.W.3.7. Conduct short research projects that build knowledge about a topic.</p> <p>NJSLS.W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>NJSLS.W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>NJSLS.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.</p> <p>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>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).</p> <p>C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>D. Explain their own ideas and understanding in light of the discussion.</p> <p>NJSLS.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.</p> <p>NJSLS.SL.3.3. Ask and answer questions about information from a speaker, offering appropriate</p>	<p>to every project</p> <p>Grammar/Punctuation:</p> <ul style="list-style-type: none"> • Proper and common nouns • Plurals • Irregular verbs • Irregular nouns • Verb tenses • Capitalization of titles 	<p>Summative: Writing samples and student writing portfolios Student presentations Standards Based Writing Rubrics Reading and Writing Pathways Performance Assessments An expert-based project on a self-chosen topic</p> <p>Benchmark: Information Writing Assessment Scored with Teachers College Information Rubric</p> <p>Alternative: Produce a multimedia, interactive poster</p>
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<p>elaboration and detail.</p> <p>NJSLS.SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>NJSLS.SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>NJSLS.SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>NJSLS.L.3.1. 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>D. Form and use regular and irregular verbs.</p> <p>E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>NJSLS.L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize appropriate words in titles.</p> <p>E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>		
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<p>NJSLS.L.3.3. 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> <p>NJSLS.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., After dinner that night we went looking for them).</p>		
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Interdisciplinary Connections

Technology: 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

ELA: NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content

Activity: Students will add text features to nonfiction writing pieces.

- Science: 3-LS2-1.** Construct an argument that some animals form groups that help members survive.

ELA:NJSLS.W3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Activity: Students will take notes on animal adaptations for survival.
- Social Studies: 6.1.4.A.13** Describe the process by which immigrants become United States citizens.

ELA:NJSLS.W3.10. 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.

Activity: Students will write a journal entry of what it was like to travel to America (Ellis Island) and include what they would bring with them on this journey and the steps of the immigration process.

21st Century Skills

Career Ready Practice:

CRP1. Act as a responsible and contributing citizen and employee.

ELA:NJSLS.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.

Activity: Students will read Time for Kids article on animals becoming extinct and discuss what scientists are doing to save them and ways humans can also help these animals.

9.2 Career Awareness, Exploration, and Preparation

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

NJSLS.W3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

Activity: Students will set writing goals for themselves and choose a specific area they would like to improve (such as stronger organization, adding more details, etc.) in order to become a better writer. Explain which types of work would benefit from a mastery of these goals.

Writer's Workshop Unit 3
Changing the World:
Persuasive Speeches, Petitions, and Editorials
January - February (6 weeks)

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Good writers gather and support bold opinions Persuasive writing includes well organized and well presented facts and details <p>Goals: NJSLS.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. NJSLS.W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. NJSLS.W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. NJSLS.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. NJSLS.W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Bend 1: Launching Work on Persuasive Speeches</p> <ul style="list-style-type: none"> Practicing persuasion Gathering brave, bold opinions for persuasive writing Drawing on a repertoire of strategies for generating opinion writing: Writing with independence Editing as you go: Making sure your audience can always read your drafts Taking stock and setting goals <p>Bend 2: Raising the Level of Persuasive Writing</p> <ul style="list-style-type: none"> Gathering all that you know about your opinion Organizing and categorizing For example: Proving by showing By considering audience, writers select and discard material Paragraphing to organize our drafts Choosing words that sound right and evoke emotion Creating connections between opinions and reasons Looking back and looking forward: Assessing and preparing for mini-publication <p>Bend 3: From Persuasive Speeches to Petitions, Editorials, and Persuasive Letters</p> <ul style="list-style-type: none"> Inquiry into petitions Becoming your own job 	<p>Core Materials: Units of Study for Writing</p> <p>Supplemental Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts: <i>I Wanna New Room.</i> by Karen Kaufman Orloff <i>Earrings</i> by Karen Viorst <i>Hey, Little Ant</i> by Philip M. Hoose <i>I Wanna Iguana</i> by Karen Kauffman Orloff <i>Duck for President</i> by Betsy Lewin <i>Click Clack Moo Cows That Type</i> by Betsy Lewin <i>The True Story of the 3 Little Pigs</i> by Jon Scieszka <i>Don't Let the Pigeon Stay Up Late!</i> By Mo Willems <i>Bad Kitty Gets a Bath</i> by Nick Bruel <i>The Great Kapok Tree</i> by Lynne Cherry</p> <p>Teacher Resources: <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas and <i>Units of Study for Narrative, Opinion, and Information Changing the World Persuasive Speeches, Petitions, and Editorials</i> by Lucy Calkins and Kelly Boland Hohne Grade 3 Published by Heinemann <i>The Writing Strategies Book</i> by Jennifer Serravallo Published by Heinemann</p>

<p>NJSLS.L.3.1. 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., childhood).</p> <p>D. Form and use regular and irregular verbs.</p> <p>E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>NJSLS.L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>B. Use commas in addresses.</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., sitting, smiled, cries, happiness).</p> <p>F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>	<p>captain</p> <ul style="list-style-type: none"> • Gathering a variety of evidence: Interviews and surveys • Revising your introductions and conclusions to get your audience to care • Taking stock again: Goal setting with more independence <p>Bend 4: Cause Groups</p> <ul style="list-style-type: none"> • Tackling a cause • Becoming informed about a cause • Yesterday's revisions becoming today's drafting strategies • Getting our own writing ready for readers • Celebrating activism <p>Grammar/Punctuation</p> <ul style="list-style-type: none"> • Proper capitalization and spelling in written work • Possessive nouns • Revisit adjectives • Revisit adverbs • Revisit verbs • Verb endings • Abstract nouns • Commas in addresses 	<p>Technology: Videos of famous speeches Google Forms</p> <p>Assessments: Formative: Writing Checklists Learning Progressions Student/ teacher conferences Writing Notebooks Student Performance Checklists for Writing</p> <p>Summative: Writing samples and student writing portfolios Student presentations Standards Based Writing Rubrics Reading and Writing Pathways Performance Assessments</p> <p>Benchmark: Opinion Writing Scored with Teachers College Opinion Rubric</p> <p>Alternative: Present opposite points of view in a debate or speech</p>
<p style="text-align: center;">Interdisciplinary Connections</p>		

Technology:8.1.5.A.3 Use a graphic organizer to organize information about a problem or issue

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

Activity: Students will use a graphic organizer such as OREO organizer to list opinion, examples, and reasons for persuasive writing piece.

Social Studies: Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.

ELA:NJSLS.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.

Activity: Students will choose one part of MLK “I have a dream” speech and explain its relevance today.

Math: 3MDB3. Represent and interpret data. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.

ELA:NJSLS.W.3.7. Conduct short research projects that build knowledge about a topic

Activity: Students will survey peers on favorite item such as favorite ice-cream and create a graph to show data.

Career Ready Practice:

CRP4. Communicate clearly and effectively and with reason.

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

Activity: Students will write and share a persuasive piece on a chosen topic with peers.

9.2 Career Awareness, Exploration, and Preparation

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

ELA:NJSLS.W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

Activity: Students will persuade an audience using persuasive speech and explain how persuasion would assist in helping a person achieve personal and professional goals.

Writer’s Workshop Unit 4
Informational Writing: Reading, Research, and Writing in Content Areas
April/May
8 weeks

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
Enduring Understandings: <ul style="list-style-type: none"> Good writers utilize the structure of informational writing to organize texts Drafting and revising blend together during the writing process Good writers are aware of their audience 	Bend 1: Writing to Develop Expertise and Grow Ideas <ul style="list-style-type: none"> Teach students to use their notebooks to gather information about their topics- observational writing, sketching, boxes and bullets format, and questioning Nudge students to think more deeply about their topics, going 	Core Materials: Units of Study for Writing Supplemental Materials: Leveled Bookroom Classroom Libraries Mentor Texts: Harcourt Social Studies: Our

<p>Goals: NJSLS.W3.2. 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. NJSLS.W3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. NJSLS.W3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. NJSLS.W3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. NJSLS.W3.7 Conduct short research projects that build knowledge about a topic. NJSLS.W3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into divided categories. NJSLS.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. NJSLS.W3.10. 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. NJSLS.L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. G. Form and use comparative and superlative adjectives and adverbs, and choose between them</p>	<p>back and writing about what they think about the information gathered</p> <p>Bend 2: Planning a Table of Contents and Writing Chapters (and return to research)</p> <ul style="list-style-type: none"> Assess students' knowledge of using tables of contents to structure writing and then teach this. Channel students to draft chapters <p>Bend 3: Use Mentor Texts to Help Writers Revise Chapters They've Written And to Lift the Level of Upcoming Chapters</p> <ul style="list-style-type: none"> Use mentor texts to spotlight structure Remind students that they write new chapters and revise old chapters, returning to research Use mentor texts to learn about elaboration <p>Bend 4: Editing and Publishing to Get Ready to Teach Others</p> <ul style="list-style-type: none"> Remind students to draw on all that they have learned about editing to get ready to publish their writing Teach students that information writers revise with a lens for the characteristics of information writing, including headings and subheadings, diagrams and instructions and conclusions <p>Grammar/Punctuation:</p> <ul style="list-style-type: none"> Contractions Comparative and superlative adjectives and adverbs Simple, compound, and complex sentences 	<p>Communities Foss Science Materials Leveled science texts Teacher selected materials</p> <p>Teacher Resources: <u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i></u> Written by Gay Su Pinnell and Irene C. Fountas <u><i>Units of Study for Narrative, Opinion, and Information Changing the World Persuasive Speeches, Petitions, and Editorials</i></u> by Lucy Calkins for Grade 3 Published by Heinemann <i>Information Writing: Reading, Research, and Writing in the Content Areas, If...Then...Curriculum, page 16</i> <u><i>The Writing Strategies Book</i></u> by Jennifer Serravallo Published by Heinemann</p> <p>Technology: Google Docs Google Slides</p> <p>Assessments: Formative: Writing Checklists Learning Progressions Student/ teacher conferences Writing Notebooks Student Performance Checklists for Writing</p> <p>Summative: Writing samples and student writing portfolios Student presentations Standards Based Writing Rubrics Reading and Writing Pathways Performance Assessments</p> <p>Benchmark: Information Writing Assessment</p> <p>Alternative: Produce a multimedia, interactive poster</p>
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<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> <p>NJSLS.L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>		
Interdisciplinary Connections		
<p>Technology:8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures</p> <p>ELA: NJSLS.L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Activity: Students will define, use in a sentence, and sketch vocabulary words using google docs.</p> <p>Science:3-ESS3-1. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.</p> <p>ELANJSLS.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into divided categories.</p> <p>Activity: Students will research ways to recycle and prevent pollution and display for Earth Day.</p> <p>Math:3NF3D. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p> <p>ELA: NJSLS.W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</p> <p>Activity: Students will create and share google slide presentation explaining how to compare fractions and its real life uses.</p>		
21st Century Skills		
<p>Career Ready Practice:</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>ELA: NJSLS.W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>Activity: Students will use the research from one of their published works to define a problem apparent in their topic area and suggest possible solutions.</p>		

9.2 Career Awareness, Exploration, and Preparation

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

ELA:NJSLS.W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

Activity: Students will discuss and write about one profession that is a valuable resource in protecting our Earth.

Writer's Workshop Unit 5 Adapting and Writing Fairy Tales May/June 8 weeks

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Fairy tales require multiple small moments the narrator can stitch together Good writers self-assess and create goals Fairy tales are the perfect genre to highlight figurative language <p>Goals: NJSLS.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. NJSLS.W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. NJSLS.W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. NJSLS.W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to</p>	<p>Teaching Points: Bend 1: Writing in the Footsteps of the Classics (Adapting a fairy tale that is one of two favorites; <i>Little Red Riding Hood</i> or <i>The Three Billy Goats Gruff</i>)</p> <ul style="list-style-type: none"> Adapting classic tales Writing story adaptations that hold together Storytelling, planning, and drafting adaptations of fairy tales Writers can story-tell and act out as they draft <p>Bend 2: Follow the Path: Adapting Fairy Tales with Independence</p> <ul style="list-style-type: none"> Goals and plans are a big deal Telling stories that make readers shiver Revising early and often When dialogue swamps your draft, add actions Painting a picture with words: Revising for language Editing for sentence variety <p>Bend 3: Blazing Trails: Writing Original Fairy Tales</p> <ul style="list-style-type: none"> Collecting ideas for original fairy tales From "This is a fairy tale about" to "Once upon a time" Tethering objects to characters Using descriptive language while drafting Revising the magic Revising for readers Highlight specific words and use sensory details to help convey experiences. Notice author's craft with alliteration and sensory details to 	<p>Core Materials: Units of Study for Writing</p> <p>Supplemental Materials: Leveled Bookroom Classroom Libraries</p> <p>Short Stories: <i>Fire and Wings: Dragon Tales from East and West</i> by Jane Yolen <i>But That's Another Story</i> by Sandy Asher <i>A Glory of Unicorns</i> by Bruce Coville</p> <p>Mentor Texts: <i>The Rain Babies</i> by Laura Krauss Melmed <i>Merlin and the Dragons</i> by Jane Yolen <i>Stranger in the Mirror</i> by Allen Say <i>Raising Dragons</i> by Jerdine Nolen <i>Nobody Rides the Unicorn</i> by Adrian Mitchell The classic tale of <i>Little Red Riding Hood</i> The classic tale of <i>The Three Billy Goats Gruff</i> The classic tale of <i>Cinderella</i> <i>Prince Cinders</i> by Babette Cole <i>The Three Little Pigs</i> <i>The Emperor's New Clothes</i> <i>Dear Cinderella</i> by Marian Moore & Mary Jane Kensington <i>The Jolly Postman and Other People's Letters</i> by Allan Ahlberg and Janet Ahlberg <i>Yours Truly, Goldilocks</i> by Alma</p>

<p>interact and collaborate with others.</p> <p>NJSLS.W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>NJSLS.L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>F. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>NJSLS.L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>create effects.</p> <p>Grammar/Punctuation:</p> <ul style="list-style-type: none"> • Using reference materials to revise and draft • Review of subject-verb agreement • Review of grammar and punctuation concepts in strategy groups as needed 	<p>Flor Ada</p> <p><u><i>The Complete Grimm's Fairy Tales</i></u> by Jacob Grimm</p> <p><u><i>Little Red Riding Hood</i></u> by Trina Schart Hyman</p> <p><u><i>Snow White and the Seven Dwarfs: A Tale from the Brothers Grimm</i></u> by Jacob Grimm, Wilhelm K. Grimm</p> <p><u><i>The Fisherman and His Wife</i></u> by Rachel Isadora</p> <p><u><i>Paul Bunyan</i></u> by Steven Kellogg</p> <p><u><i>Paul Bunyan</i></u> by Stephen Krensky</p> <p><u><i>The Bunyans</i></u> by Audrey Wood</p> <p><u><i>Abiyoyo</i></u> by Pete Seeger</p> <p><u><i>Borreguita and the Coyote</i></u> by Verna Aardema</p> <p><u><i>The Empty Pot</i></u></p> <p><u><i>Little Sima and The Giant Bowl: A Chinese Folktale</i></u></p> <p><u><i>Ming Lo Moves the Mountain</i></u> by Arnold Lobel</p> <p><u><i>Mufaro's Beautiful Daughters</i></u> by John Steptoe</p> <p><u><i>The Paper Crane</i></u> by Molly Bang</p> <p><u><i>A Story, A Story</i></u> by Gail Haley</p> <p><u><i>The Talking Eggs: A Folktale From South America</i></u> by Robert San Souci</p> <p><u><i>Why Mosquitoes Buzz in People's Ears</i></u> by Verma Aardema</p> <p><u><i>Why the Sky is Far Away: A Nigerian Folktale</i></u> by Mary Joan Gerson</p> <p><u><i>Tales of Uncle Remus: The Adventures of Brer Rabbit</i></u> by Julius Lester and Jerry Pinkney</p> <p><u><i>The Classic Tales of Brer Rabbit: From the Collected Stories of Joel Chandler Harris</i></u> by Chandler Harris and Uncle Remus and Don Daily</p> <p>Teacher Resources:</p> <p><u><i>Units of Study for Narrative, Opinion, and Information Writing Once Upon A Time Adapting and Writing Fairy Tales</i></u> Unit 4 Narrative written by Lucy Calkins and Shana Frazin and Maggie Beattie Roberts Grade 3 Published by Heinemann</p>
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Interdisciplinary Connections		
<p>Technology:8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. ELA:NJSLS.W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. Activity: Students will write their own version of a fairy tale ending.</p> <p>Math:3GA1. Reason with shapes and their attributes. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. NJSLS.L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. Activity: Students will create a fairy tale picture book using and defining different categories of shapes in its content.</p> <p>Science:3-ESS3-1. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard. ELA:NJSLS.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. Activity: In one of their fairy tale drafts, students will include information regarding a weather related hazard and a claim about a solution for that hazard in their setting and/or plot.</p>		
21st Century Skills		
<p>Career Ready Practice:</p> <ul style="list-style-type: none"> CRP4. Communicate clearly and effectively and with reason. 		

ELA: NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

Activity: Students will work in small groups to perform Reader's Theater fairy tale plays in order to share a moral, valuable lesson, or theme such as perseverance, courage, or honesty with peers.

9.2 Career Awareness, Exploration, and Preparation

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

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

Activity: Students will act as jurors and discuss whether the character of Goldilocks was guilty or not guilty after watching "Goldilocks on Trial" video.

Bibliography

*Quotations and citations were not specifically referenced in the curriculum document, but much credit should be given to The Reading and Writing Project and Lucy Calkins, as well as her colleagues at The Reading and Writing Project. Credit should also be given to Irene Fountas and Gay Su Pinnell for their work on the Continuum of Literacy Learning. Our curriculum document would not be possible without the thinking and research of these individuals and organizations.

Units of Study in Opinion, Information, and Narrative Writing Written by Lucy Calkins with Colleagues from The Reading and Writing Project

Units of Study in Reading, Grade 3 Written by Lucy Calkins with Colleagues from The Reading and Writing Project

The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann

The Daily Café by Gail Moser and Jane Boushey Published by Stenhouse Publishers