

READINGTON PUBLIC SCHOOL DISTRICT
Third Grade English Language Arts Curriculum 2023

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I. Purpose and Overview

The Readington School District literacy program provides a balanced instructional approach that includes four main categories: (1) reading, (2) writing, (3) word study, and (3) speaking and listening. The third grade curriculum is designed to build on the knowledge gained in kindergarten through grade two 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.

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 more 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 and introductory clauses. Students are able to solve new vocabulary words, some complex content-specific words, and some technical words. Students read silently and demonstrate all aspects of smooth, fluent processing with little overt problem solving.

Students write daily for a variety of writing experiences, generate ideas for writing through talking with the teacher and classmates. They will expand 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 on 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. Students produce opinion, narrative, and information pieces of writing that demonstrate their growing knowledge of the structure of each genre. Third graders are true writers with craft, style, and fluency. 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.

Third grade is the year when cursive handwriting instruction begins. Handwriting is a separate skill and does not replace time for regular writing. 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 practice 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 and providing plenty of opportunities to write. Teachers and students work to eliminate interfering habits that reduce handwriting fluency.

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, word study, and opportunities to express thoughts in writing. The curriculum is designed to be responsive to the developmental stages. Our differentiated 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 in building 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 and responding to the varying demands of audience, task, purpose, and discipline.

II. Goals

This curriculum is linked to the 2016 New Jersey Student Learning Standards for English Language Arts. Each unit is connected directly to the Anchor Standards, Strands, and Progress Indicators outlined in the document. Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

III. Assessment

Student learning will be assessed through

- Student/teacher conferences
- Running Record Assessment conducted at least three times a year for all students and more frequently for students not on benchmark
- Benchmark Assessments for Student Writing in Narrative, Opinion, and Information
- Writing samples and student writing portfolios
- Student presentations
- Writers Notebooks
- Readers Notebooks
- Student Performance Checklists for Writing
- Standards Based Writing Rubrics
- Writing Pathways Performance Assessments
- Learning Progressions
- Rubrics
- Word Study unit 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.

IV. Pacing Guide

	Reading		Writing
Unit 1 Sept./Oct. 8 weeks	Building a Reading Life <ul style="list-style-type: none">• Finding within reach books and building stamina• Determining the central messenger theme• Using textual clues and using literal and nonliteral language	Unit 1 Sept./Oct. 8 weeks	Building the Writing Community/Crafting True Stories <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• Organizing information• Studying mentor texts in a search for elaboration strategies• Using text features
Unit 3 Jan./Feb. 6 weeks	Character Studies <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• Drawing on a repertoire of strategies for generating opinion writing

			<ul style="list-style-type: none"> • Creating connections between opinions and reasons • Gathering a variety of evidence
Unit 4 Feb./March 6 weeks	Mystery: Foundational Skills in Disguise <ul style="list-style-type: none"> • Mystery readers read for clues; noticing and thinking about all of the information • Readers pay close attention to the setting, main character's habits and strengths, and sidekicks • Mystery readers learn life lessons from their character 	Unit 4 March 4 weeks	The Literary Essay <ul style="list-style-type: none"> • Close reading to generate ideas about literature • Supporting and craft an argument • Drafting and revising essays with independence.
		Unit 5 April/May 8 weeks	Informational Writing: Reading, Research, and Writing in Content Areas <ul style="list-style-type: none"> • Guide students to draft chapters • Use mentor texts to spotlight structure
Unit 5 April/May 6 weeks	Research Clubs: Nonfiction Reading Through Social Studies <ul style="list-style-type: none"> • Cross-text synthesis • Reading with volume and fluency • Synthesizing, comparing, and contrasting 		
Unit 6 May/June 4 weeks	Learning Through Reading: Countries Around the World <ul style="list-style-type: none"> • Learn 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 nonfiction to help them think more deeply about fiction related to their topics 	Unit 6 May/June 4 weeks	Adapting and Writing Fairy Tales <ul style="list-style-type: none"> • Storytelling, planning, and drafting • Revising early and often • Writing original fairy tales

3rd GRADE READING
Reading ~ Unit 1
Building a Reading Life: Stamina, Fluency, and Engagement

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
Enduring Understandings: <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. 	Bend 1: Making a Reading Life <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 	Core Materials: Units of Study for Reading Supplemental Materials: Leveled Bookroom Classroom Libraries Mentor Texts: <i>Stone Fox by John Reynolds</i> <i>Gardiner or Indian Shoes by Cynthia</i>

<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) 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). 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. NJSLS.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<ul style="list-style-type: none"> • 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 1) • 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 	<p>Leitch Smith (Chapter book read aloud) <i>Because of Winn Dixie</i> by Kate DiCamillo (Chapter book read aloud) <i>Thank you Mr. Falker</i> by Patricia Polacco <i>Fig Pudding</i> by Ralph Fletcher <i>The Man Who Walked Between</i> <i>Silent Movie</i> by Avi <i>Smoky Night</i> by Eve Bunting <i>A Taste of Blackberries</i> by Doris Smith</p> <p>Student texts: As described in leveled book lists</p> <p>Teacher Resources: Fluency Instruction Toolkit <i>Building a Reading Life</i>, Unit 1, Reading Units of Study by Lucy Calkins <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 <i>Reading Strategies Book</i> by Jennifer Serravallo</p> <p>VALE Units</p> <p>Technology: Online books Raz Kids IXL Storyworks</p> <p>Assessments: Formative: Readers Notebooks</p>
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<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>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>	<ul style="list-style-type: none"> • 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>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: Word Journeys Screening Inventory (for any new to the district student) 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>
Interdisciplinary Connections		

Social Studies: 6.1.5.Civics.PI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. Activity: After reading the 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. 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.

Career Readiness, Life Literacies, and Key Skills

Career Ready Practice: Use technology to enhance productivity, increase collaboration and communicate effectively. **9.4.5.DC.4:** Model safe, legal, and ethical behavior when using online or offline technology (e.g., **8.1.5.NI.2**). **9.4.5.IML.2:** Create a visual representation to organize information about a problem or issue (e.g., **4.MD.B.4**, **8.1.5.DA.3**). **9.4.5.TL.3:** Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols. 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.

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global. Activity: Students will make a list in their reader's notebooks of activities/hobbies that they enjoy and read a book on their level about one of their interests making sure to use context clues to figure out new or challenging words.

Computer Science & Design Thinking

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. Activity: Students will use flipgrid or google slides to create a story map of the key events in their independent reading books.

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

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.</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 	<p>Core Materials: Units of Study for Reading</p> <p>Supplemental Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts: <i>Deadliest Animals</i> (National Geographic Reader by Melissa Stewart) <i>Butterflies and Moths</i> by Bobbie Kalman <i>The Pumpkin Book</i> by Gail Gibbons <i>Emperor Penguin</i> by Meish Goldish <i>Water Everywhere</i> by Jill Astkins <i>Surprising Sharks</i> by Nicola</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>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 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.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>	<ul style="list-style-type: none"> 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 • 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>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 <u><i>Welcome to the Green House</i></u> by Jane Yolen <u><i>What Do You Do When Something Wants to Eat You?</i></u> By Steve Jenkins <u><i>When Marian Sang: The True Recital of Marian Anderson</i></u> by Pam Munoz Ryan <u><i>Cactus Hotel</i></u> by Brenda Z. Guiberson</p> <p>Teacher Resources: Fluency Instruction Toolkit Units of Study for Teaching Reading by Lucy Calkins, <u><i>Reading to Learn</i></u>, Unit 2 <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></p>
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<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 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>by Lucy Calkins <u>Reading with Meaning</u> <u>Teaching Comprehension in the Primary Grades</u> by Debbie Miller <u>Word Journeys Assessment Guided Phonics, Spelling, and Vocabulary Instruction</u> by Kathy Ganske <u>Strategies That Work</u> by Anne Goudvis and Stephanie Harvey VALE Units</p> <p>Technology: Google Apps</p> <p>Assessments: Formative: Student/teacher conferences Readers Notebooks Reading Learning Progressions Rubrics</p> <p>Summative: Student presentations Reading Pathways Performance Assessments</p> <p>Benchmark: Running Records Below Expectations: Level L or below Approaching: Level M Meets Expectations: Level 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 still has a sight vocabulary less than 150 words needs to direct focus paid towards increasing their</p>
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		sight-word fluency, which will therefore increase their reading rate.) Alternative: Informational Website
Interdisciplinary Connections		
<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. Activity: Read animal habitat nonfiction texts and identify the main idea and key supporting details.</p> <p>Social Studies: 6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need. Activity: Read a dogonews.com or <u>Time for Kids</u> nonfiction article about human rights and identify key story elements such as who, what, when, where, why, and how.</p>		
Career Readiness, Life Literacies, and Key Skills		
<p>Career Ready Practice: Work productively in teams while using cultural/global competence.</p> <p>9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).</p> <p>9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.</p> <p>9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each. Activity: Students will first brainstorm reasons why people immigrate. Then, they will accurately read an assigned article or book on their reading level about immigration and share their opinions in a group discussion about the pros and cons of being an immigrant.</p> <p>9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. Activity: Discuss different occupations students are interested in. Read with a partner about one of the occupations and discuss what training is involved in order to do that job.</p> <p>9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity. Activity: Students will first brainstorm reasons why people immigrate. Then, they will accurately read an assigned article or book on their reading level about immigration and share their opinions in a group discussion about the pros and cons of being an immigrant.</p>		
Computer Science & Design Thinking		
<p>8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. Activity: Students will use a jamboard to create a digital timeline of an important historical figure.</p>		

Reading Unit 3 ~ Character Studies: Series Book Clubs

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 	<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 acts From observations to ideas: 	<p>Core Materials: Units of Study for Reading</p> <p>Supplemental Materials: Leveled Bookroom</p>

<p>changing situations, learns lessons, and grows.</p> <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) 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). 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>Readers think, “What is my character like?”</p> <ul style="list-style-type: none"> • Noticing patterns, seeing more: Growing theories about a character • Growing bigger theories about a character: Asking why • Using theories about characters to predict • Using context to understand unfamiliar words • Taking 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 down • Readers expect character to face and react to trouble • 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 	<p>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 by Gertrude Chandler Warner <i>Hank Zipzer</i> book series (<i>A Brand New Me!</i>) by Henry Winkler and Lin Oliver <i>Magic Tree House</i> book series by Mary Pope Osborne <i>Judy Moody</i> 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: Fluency Instruction Toolkit Units of Study for Teaching Reading by Lucy Calkins, <i>Character Studies</i>, Unit 3 <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>Following Characters into Meaning Envisionment, Prediction, and Inference</i> Volume 1 Written by Lucy Calkins and Kathleen Tolan <i>Daily Café</i> by Gail Boushey and Joan Moser</p>
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<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 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.,</p>	<p>the lessons characters learn</p> <ul style="list-style-type: none"> • 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, mainly evaluating, synthesizing, analyzing, and applying • Highlight test taking skills • Review test taking vocabulary 	<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: Google Slides YouTube</p> <p>Assessments: Formative: Student/teacher conferences Readers Notebooks Reading Learning Progressions Rubrics</p> <p>Summative: Student presentations Reading Pathways Performance Assessments</p> <p>Alternative: Podcasting</p>
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<p>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 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 style="text-align: center;">Interdisciplinary Connections</p>		
<p>Social Studies: 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations. Activity: Students will choose one part of MLK's "I Have a Dream" speech and explain its relevance today.</p> <p>Math: 3NFA1 Develop understanding of fractions as numbers. Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$. Activity: Students will define new math terms with definitions and illustrations.</p>		
<p style="text-align: center;">Career Readiness, Life Literacies, and Key Skills</p>		
<p>Career Ready Practice: Work productively in teams while using cultural global competence. 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions. 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions</p>		

(e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5). 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5.CR1d). Activity: Students will listen to the Kid President youtube presentation on perseverance/grit and work in groups to discuss ways perseverance can be used to solve problems related to reading. Students will create a digital piece to show perseverance in reading.

9.2.5.CAP.8: Identify risks that individuals and households face. Activity: Discuss characters in mentor texts such as *Because of Winn Dixie* and *Thank You Mr. Falker* and identify the challenges faced by the main characters, as well as their families.

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global. Activity: Compare and contrast how the main characters in *Stone Fox* or *Indian Shoes* and *Because of Winn Dixie* overcame their problems.

Computer Science & Design Thinking

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data. Activity: Students will choose an idiom to explain using a google slides presentation.

Reading ~ Unit 4 Mystery: Foundational Skills in Disguise

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Good readers develop a sense of 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</p>	<p>Bend 1: Understanding the Mystery</p> <ul style="list-style-type: none"> Whodunit? Drawing on all we know about solving mysteries to read mysteries Myster readers try to solve the mystery before the crime solver does Mystery readers do a special kind of predicting When the going gets tough, readers need strategies Thoughtful writing and talking about reading Mystery readers, like crime solvers, often collaborate with partners to solve mysteries Holding onto the mystery, even when the book is long and tricky <p>Bend 2: Raising the Level of Mystery Reading</p> <ul style="list-style-type: none"> How mystery books go: Patterns and common characteristics Reading on, Influenced by knowing how mysteries usually go Raising the level of partner talk 	<p>Core Materials: Units of Study for Reading</p> <p>Supplemental Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts: <u><i>A to Z Mysteries</i></u> series by Ron Roy <u><i>Amber Brown</i></u> series by Paula Danzinger <u><i>Encyclopedia Brown</i></u> series by Donald Sobol <u><i>Nate the Great</i></u> series by Marjorie Sharmat <u><i>Horrible Harry</i></u> series by Suzy Kline <u><i>Jigsaw Jones</i></u> mystery series by James Preller <u><i>Cam Jansen</i></u> series by David A. Adler <u><i>Who Stole The Wizard of Oz</i></u> by Avi <u><i>Scooby Doo</i></u> mystery series by James Gelsey <u><i>The Boxcar Children</i></u> book series by Gertrude Chandler Warner <u><i>Bones Mystery</i></u> series by David Adler <u><i>Jigsaw Jones</i></u> book series by James Preller <u><i>The Twiddle Twins</i></u> series books by Howard Goldsmith <u><i>Nancy Drew</i></u> series books by Carolyn Keene</p>

<p>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.3.9 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 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>	<ul style="list-style-type: none"> • The red herring: Throwing readers and detectives off the right track • Finding hidden clues • What kind of mind-work does this mystery want the reader to do? • Self assessment, goals, and practice <p>Bend 3: Reading Mysteries Can Help You Read Any Kind of Fiction</p> <ul style="list-style-type: none"> • Readers apply the work of one kind of fiction to all fiction • Fiction readers solve mysteries that relate to character and plot • Using clues to drive predictions <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>The Black Stallion</i> book series by Walter Farley</p> <p><i>Third Grade Detectives</i> series by George E. Stanley</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>Fluency Instruction Toolkit</p> <p><i>Units of Study for Reading</i> by Lucy Calkins, Mystery Unit Grade 3</p> <p><i>The Continuum of Literacy Learning Grades PreK-8 A Guide 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:</p> <p>Word Smart Art Graphics</p> <p>Assessments:</p> <p>Formative:</p> <p>Student/teacher conferences</p> <p>Readers 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> <p>Running Records:</p> <p>Below Expectations: Level M</p> <p>Approaching: Level N</p> <p>Meets Expectations: Level O</p> <p>Exceeds Expectations: Level P</p> <p>Reading Rate</p> <p>115-140 words per minute by the end of the academic school year.</p>
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<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>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>NJSLS.L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</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>		<p>(*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>
Interdisciplinary Connections		

Social Studies: 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. 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. 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.

Career Readiness, Life Literacies, and Key Skills

Career Ready Practice: Act as a responsible and contributing community members and employee. 9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each. Activity: Students will read and write morning announcements about canned food drives and other Student Voice activities. Students will share ways to help community members.

9.4.5.CI.1:Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions. Activity: Students will read and write morning announcements about canned food drives and other Student Voice activities.

Computer Science & Design Thinking

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data. Activity: Students will write post-it notes on a jamboard to track their thinking while reading.

Reading ~ Unit 5 Research Clubs

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <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. <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</p>	<p>Bend 1: Researching a Topic</p> <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 <p>Bend 2: A Second Cycle of Research</p> <ul style="list-style-type: none"> Planning a second study Reading with volume and fluency 	<p>Core Materials: Units of Study for Reading</p> <p>Supplemental Materials: Leveled Bookroom Classroom Libraries</p> <p>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</p> <p>Teacher Resources: Fluency Instruction Toolkit Research Clubs Reading Units of Study by Lucy Calkins, Unit 4 The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Written by Gay Su</p>

<p>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>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>	<ul style="list-style-type: none"> • Readers notice text structures and use them to organize their learning • Compare and contrast • Cause and effect • 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>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 Goudvis and Stephanie Harvey VALE Units</p> <p>Technology: Online search engines Google Maps</p> <p>Assessments: Formative: Student/teacher conferences Readers 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>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.3.4 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</p>		
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<p>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>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>Social Studies: 6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism. Activity: Students read nonfiction texts regarding regions of the U.S.</p> <p>Science: 3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. Activity: Students will read about different types of weather and climates and work on making a daily weather report using graphical displays using learned text features from the unit.</p>		
Career Readiness, Life Literacies, and Key Skills		
<p>Career Ready Practice: Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity. 9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole. 9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a). 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 sources.</p> <p>9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. Activity: Students will watch FOSS video on Weather Reporters and describe the roles and training connected to a weather reporter's job.</p>		
Computer Science & Design Thinking		
<p>8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. Activity: Students will research ways to conserve water using teacher approved digital resources. They will keep their research organized and present it using Google Slides.</p>		

Reading ~ Unit 6

Learning Through Reading: Countries Around the World

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(when, where, 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 (when, where, why and how key events occur) 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 NJSLS.RI 3.9 Compare and contrast the most important points and key</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 and contrast observations and their notes to develop theories and conclusions <p>Bend 4: Learning About Countries and Cultures Through Literature</p>	<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: Fluency Instruction Toolkit If...Then...Curriculum Reading Units of Study by Lucy Calkins, p. 1 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 Daily Café by Gail Boushey and Joan Moser Conferring with Readers by Jennifer Serravallo The Art of Teaching Reading by Lucy Calkins Reading with Meaning Teaching Comprehension in the Primary Grades by Debbie Miller Word Journeys Assessment Guided Phonics, Spelling, and Vocabulary Instruction by Kathy Ganske Strategies That Work by Anne Goudvis and Stephanie Harvey VALE Review Units</p> <p>Technology: Google Classroom Google Docs</p> <p>Assessments: Formative: Student/teacher conferences Readers Notebooks Reading Learning Progressions Rubrics</p>

<p>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.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.3.4. 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,</p>	<p>(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>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>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>		
Interdisciplinary Connections		
<p>Social Studies: 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives. Activity: Students will compare and contrast the cultural differences between two stories, such as the <i>Name Jar</i> and <i>My Name is Yoon</i> by creating a Venn diagram.</p> <p>Science: 3-ESS2-2 Obtain and combine information to describe climates in different regions of the world. Activity: Students will read nonfiction texts on the climate in different regions with peers and describe the climate in their science notebooks.</p>		
Career Readiness, Life Literacies, and Key Skills		
<p>Career Ready Practice: Demonstrate creativity and innovation. 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2). 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3). 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5.CRIId). Activity: Students will read a folktale or fable, create a representative artifact, and write a description of the artifact.</p> <p>9.2.5.CAP3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. 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 and what careers would require this skill.</p> <p>9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity. 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.</p>		
Computer Science & Design Thinking		
<p>8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. Activity: Students will work with a small group to collect information to compare and contrast the central messages in two stories such as <i>Me First</i> and <i>Old Mother Westwind</i>. They will display their different views utilizing a digital graphic organizer such as a web (using Kami), a T chart (using Google Docs or Jamboard) or a Venn diagram (using Google Slides).</p>		

3rd GRADE WRITING

Writing ~ Unit 1

Building the Writing Community/Crafting True Stories

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, 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</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 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>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> 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:</p>

<p>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 words.</p> <p>G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<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>Google Docs</p> <p>Assessments:</p> <p>Formative:</p> <p>Writing Checklists Learning Progressions Student/ teacher conferences Writing Notebooks Student Performance Checklists for Writing</p> <p>Summative:</p> <p>Writing samples and student writing portfolios Student presentations Standards Based Writing Rubrics Reading and Writing Pathways Performance Assessments</p> <p>Benchmark:</p> <p>Narrative Benchmark Assessment</p> <p>Alternative:</p> <p>Dramatize and produce a reader's theater production of a story</p>
<p>Interdisciplinary Connections</p>		
<p>Social Studies: 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to</p>		

vote, and the right to due process). Activity: Students will make a list of rules, rights, and expectations for reading and writing time in their classroom.

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. Activity: Students will keep a daily journal of seed growth in Science Notebook describing seed properties when water is added each day.

Career Readiness, Life Literacies, and Key Skills

Career Ready Practice: Use technology to enhance productivity, increase collaboration and communicate effectively. 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions. 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF5). 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols. Activity: Students will type narrative writing piece using Google docs illustrating their work with online images.

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. 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 careers.

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity. 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.

Computer Science & Design Thinking

8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies. Activity: Students will create a T chart on a shared google doc (with teacher guidance) of common hardware/software problems that may occur while typing a narrative piece of writing and basic strategies students may use for solving them.

Writing Unit 2 ~ The Art of Informational Writing

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
Enduring Understandings: <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. 	Teaching Points: Bend 1: Organizing Information <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 Bend 2: Reaching to Write Well <ul style="list-style-type: none"> Studying mentor texts in a 	Core Materials: Units of Study for Writing Supplemental Materials: Leveled Bookroom Classroom Libraries 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

<ul style="list-style-type: none"> • 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 others. NJSLS.W.3.7. Conduct short research projects that build knowledge about a topic. 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. NJSLS.W.3.10. Write routinely over extended time frames (time for research, reflection,</p>	<p>search for elaboration strategies</p> <ul style="list-style-type: none"> • 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 to every project <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><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> <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>
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<p>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 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</p>		<p>Alternative: Produce a multimedia, interactive poster</p>
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<p>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> <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</p>		
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signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).		
Interdisciplinary Connections		
Science: 3-LS2-1. Construct an argument that some animals form groups that help members survive. Activity: Students will take notes on animal adaptations for survival.		
Social Studies: 6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens. 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.		
Career Readiness, Life Literacies, and Key Skills		
Career Ready Practice: Act as a responsible and contributing community members and employee. 9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1). 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5). 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each. Activity: Students will read <u>Time for Kids</u> article on animals becoming extinct, flash draft what scientists are doing to save them, and ways humans can also help these animals.		
9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. 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.		
Computer Science & Design Thinking		
8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. Activity: Students will use google slides to organize information collected about a specific topic. They will use a variety of ways to display the information digitally, including but not limited to box and bullet charts, T charts, and diagrams.		

Writing Unit 3 ~ Changing the World: Persuasive Speeches, Petitions, and Editorials

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
Enduring Understandings: <ul style="list-style-type: none"> Good writers gather and support bold opinions Persuasive writing includes well organized and well presented facts and details 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	Bend 1: Launching Work on Persuasive Speeches <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 	Core Materials: Units of Study for Writing Supplemental Materials: Leveled Bookroom Classroom Libraries 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

<p>structure that lists reasons.</p> <p>B. Provide reasons that support the opinion.</p> <p>C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>D. Provide a conclusion.</p> <p>NJSLS.W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>NJSLS.W.3.5. With guidance and support from peers and adults, 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.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</p>	<ul style="list-style-type: none"> • 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 captain • 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 • Revist adjectives • Revisit adverbs 	<p>Orloff <u><i>Duck for President</i></u> by Betsy Lewin <u><i>Click Clack Moo Cows That Type</i></u> by Betsy Lewin <u><i>The True Story of the 3 Little Pigs</i></u> by Jon Scieszka <u><i>Don't Let the Pigeon Stay Up Late!</i></u> By Mo Willems <u><i>Bad Kitty Gets a Bath</i></u> by Nick Bruel <u><i>The Great Kapok Tree</i></u> by Lynne Cherry</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 <u><i>Units of Study for Narrative, Opinion, and Information Changing the World Persuasive Speeches, Petitions, and Editorials</i></u> by Lucy Calkins and Kelly Boland Hohne Grade 3 Published by Heinemann</p> <p><u><i>The Writing Strategies Book</i></u> by Jennifer Serravallo Published by Heinemann</p> <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>
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<p>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>	<ul style="list-style-type: none"> • Revisit verbs • Verb endings • Possessive nouns • Abstract nouns • Commas in addresses 	<p>Alternative: Present opposite points of view in a debate or speech</p>
Interdisciplinary Connections		
<p>Social Studies: 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations. Activity: Students will choose one part of MLK's "I Have a Dream" speech and identify the persuasive techniques used.</p> <p>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. Activity: Students will survey peers on the persuasive techniques identified in the "I Have a Dream" speech and graph to show the data.</p>		
Career Readiness, Life Literacies, and Key Skills		
<p>Career Ready Practice: Demonstrate creativity and innovation. 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media. 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF5). 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d). Activity: Students will write and share a persuasive piece on a chosen topic with peers.</p> <p>9.2.5.CAP3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. Activity: Students will persuade an audience using persuasive speech and explain how persuasion would be an important career skill.</p> <p>9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue. Activity: Students will persuade an audience using persuasive speech and explain how persuasion would assist in helping a person achieve personal and professional goals.</p>		
Computer Science & Design Thinking		
<p>8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. Activity: Students will use a graphic organizer, which will be completed digitally on a jamboard or a Google slide, to list opinions, examples, and reasons for a persuasive writing piece.</p>		

Writing Unit 4 ~ The Literary Essay

	Teaching Points	
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Understandings	(Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Writing to defend claims about literature requires close reading, attention to literary craft, and the ability to cite and defend relevant textual evidence. <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. NJSLS.L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions</p>	<p>Bend 1: Generating Ideas About Literature</p> <ul style="list-style-type: none"> Literary analysts find images, lines, or passages in the text that stay with them. Readers stop and jot thoughts, comments, and reactions that spring from the text in their reader's notebook. Literacy analysts look across their notes/jots to find connections. For example, they might ask: How does one character affect another? In what ways are the characters connected? What is their relationship? Readers then write how each idea is connected to the story as a whole. Literary analysts record turning points in the story and explore how these moments fit into the whole story. Readers extend their thinking by asking, "What else can I say about this part? How can I explain my thinking? How can I add on, perhaps moving to a new idea? Readers write long to grow these ideas in their reader's notebooks Literary analysts know there are some parts of a story that provide a rich ground for analysis. These include moments of character change, lessons learned, and issues (personal or social) the characters face. Readers write long about these ideas using prompts such as "I see..." "This makes me wonder..." "The surprising thing about this is..." "The important thing about this is..." "The thought this gives me is..." "I wonder whether..." Literary analysts return to their reading notebook entries to select bits of their 	<p>Core Materials: Units of Study for Writing</p> <p>Supplemental Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts: <i>The Stories Julian Tells</i> Frog and Toad Series <i>A Chair for My Mother</i> by Ezra Jack Keats <i>A Letter to Amy</i> by Ezra Jack Keats <i>The Important Book</i> by Margaret Wise Brown <i>A Quiet Place</i> by Douglas Wood <i>Boundless Grace</i> by Mary Hoffman <i>Chicken Sunday</i> by Patricia Polacco <i>Daddy Makes the Best Spaghetti</i> by Anna Hines</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>If...Then...Curriculum</i> by Lucy Calkins and Julia Mooney Published by Heinemann <i>The Writing Strategies Book</i> by Jennifer Serravallo Published by Heinemann</p> <p>Technology: 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>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>writing and elaborate on those ideas by studying the text, noticing evidence for their ideas, and thinking about evidence. In their writing, literary analysts cite examples from the text and then explain how the example illustrates the point using lines like “This shows... “</p> <ul style="list-style-type: none"> • After generating many possible ideas about a text, students will decide on one idea to develop in an essay by rereading their notebook ideas to find seed ideas central to the story • Generate possible claims or thesis statements related to the seed idea and revise the seed idea so that it is a clear thesis - a claim or an opinion, not a fact, phrase, or question • While shaping the thesis and elaborating, writers select an essay structure. Writers may divide their essay using structures like: writing about ideas across the text “In the beginning...Later in the text..., In the end”, a journey of thought structure “At first I thought, ... but now I realize”, or compare/contrast <p>Bend 2: Support and Craft the Arguments</p> <ul style="list-style-type: none"> • Collect information and insights to support the thesis statement organizing them by subtopic. Each of these subtopics will become a paragraph • Literary analysis can gather evidence for each subordinate point by retelling a part of the story that supports the idea, then unpacking that part by writing about how it illustrates the idea • Literary analysis quote from the text and then unpack 	<p>Alternative:</p> <p>Orally compare and contrast two piece of literature with textual support</p>
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	<p>the quote by talking about how it addresses the relevant big idea.</p> <ul style="list-style-type: none"> • Literary analysts incorporate literary terms such as narrator, point of view, scenes, and the like • Literary Analysts lay all of their ideas out and determine which ones best support their ideas, then fast draft essays adding in transitional phrases at the beginning of paragraphs and between examples • Revise introductory paragraphs by adding a tiny summary of the story before the thesis statement and add link the story's message to their writer's own life in the concluding paragraph • Revise the draft with an eye for clearly stated opinions, well summed up reasons, and gaps in thinking or transitions • Add revision lessons on paragraphing, ending punctuation, spelling, and consistent verb tense as needed in strategy groups <p>Bend 3: Draft and Revise Essays with Increased Independence</p> <ul style="list-style-type: none"> • Cycle through the fast version of the literary essay process making it as independent as possible. Students will choose their own books, develop their thesis quickly, and move immediately to collecting evidence • Continue to remind students of the strategies they learned in this unit by directing them to the charts created during the lessons. Then provide strategy group lessons as needed for students to struggle to complete each step independently 	
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Interdisciplinary Connections
<p>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. Activity: Students will survey peers on the techniques identified in the unit and graph to show the data.</p>
Career Readiness, Life Literacies, and Key Skills
<p>Career Ready Practice: Demonstrate creativity and innovation. 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media. 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5). 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d). Activity: Students will write and share a piece on a chosen topic with peers.</p> <p>9.2.5.CAP3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. Activity: Students will persuade an audience using their essay and explain how persuasion would be an important career skill.</p> <p>9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue. Activity: Students will persuade an audience using their essay and explain how persuasion would assist in helping a person achieve personal and professional goals.</p>
Computer Science & Design Thinking
<p>8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. Activity: Students will use a graphic organizer, which will be completed digitally on a jamboard or a Google slide, to list opinions, examples, and reasons for a persuasive writing piece.</p>

Writing Unit 5 ~ Informational Writing: Reading, Research, and Writing in Content Areas

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <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 <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.</p>	<p>Bend 1: Writing to Develop Expertise and Grow Ideas</p> <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 back and writing about what they think about the information gathered <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 	<p>Core Materials: Units of Study for Writing</p> <p>Supplemental Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts: Harcourt Social Studies: Our Communities Foss Science Materials Leveled science texts Teacher selected materials</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</p>

<p>B. Develop the topic with facts, definitions, and details.</p> <p>C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>D. Provide a conclusion.</p> <p>NJSLS.W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>NJSLS.W.3.5. With guidance and support from peers and adults, 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.3.7 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 divided categories.</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.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>G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>H. Use coordinating and subordinating conjunctions.</p> <p>I. Produce simple, compound, and complex sentences.</p> <p>NJSLS.L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>chapters</p> <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><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></p> <p><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>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>Science: 3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of climate change and/or a weather-related hazard. Activity: Students will research ways to recycle and prevent pollution and produce a display for Earth Day.</p>		
Career Readiness, Life Literacies, and Key Skills		
<p>Career Ready Practice: Utilize critical thinking to make sense of problems and persevere in solving them. 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2). 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a). 9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings. 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> <p>9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. Activity: Students will discuss and write about one profession that is focused on protecting our Earth.</p>		
Computer Science & Design Thinking		
<p>8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. Activity: Students will use Google Slides or a Jamboard to present different viewpoints of the information they have collected. For example, they may compare/contrast their topic to a similar topic using a vennVenngram or create a pro and con chart highlighting two sides of a subtopic.</p>		

Writing Unit 6 ~ Adapting and Writing Fairy Tales

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</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>	<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>introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>C. Use temporal words and phrases to signal event order.</p> <p>D. Provide a sense of closure.</p> <p>NJSLS.W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>NJSLS.W.3.5. With guidance and support from peers and adults, 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.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>	<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 the author’s use of alliteration and sensory details to create effects. <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>Mentor Texts:</p> <p><u><i>The Rain Babies</i></u> by Laura Krauss Melmed</p> <p><u><i>Merlin and the Dragons</i></u> by Jane Yolen</p> <p><u><i>Stranger in the Mirror</i></u> by Allen Say</p> <p><u><i>Raising Dragons</i></u> by Jerdine Nolen</p> <p><u><i>Nobody Rides the Unicorn</i></u> by Adrian Mitchell</p> <p>The classic tale of <u><i>Little Red Riding Hood</i></u></p> <p>The classic tale of <u><i>The Three Billy Goats Gruff</i></u></p> <p>The classic tale of <u><i>Cinderella</i></u></p> <p><u><i>Prince Cinders</i></u> by Babette Cole</p> <p><u><i>The Three Little Pigs</i></u></p> <p><u><i>The Emperor’s New Clothes</i></u></p> <p><u><i>Dear Cinderella</i></u> by Marian Moore & Mary Jane Kensington</p> <p><u><i>The Jolly Postman and Other People’s Letters</i></u> by Allan Ahlberg and Janet Ahlberg</p> <p><u><i>Yours Truly, Goldilocks</i></u> by Alma 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>Borregueta 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>
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Interdisciplinary Connections		
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. Activity: Students will create a fairy tale picture book using and defining different categories of shapes in its content.

Science: 3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of climate change and/or a weather-related hazard. 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.

Career Readiness, Life Literacies, and Key Skills

Career Ready Practice: Work productively in teams while using cultural/global competence. 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2). 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5). 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols. 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.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. Activity: Students will watch the "Goldilocks on Trial" video. Afterward, they will discuss the careers they saw represented and the specific training each would need.

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

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

Computer Science & Design Thinking

8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies. Activity: Students will use Flipgrid or the speech to text feature to record new fairy tale endings. Before starting, they will discuss what problems often occur with these methods and brainstorm a list of strategies to try if they should run into a software or hardware issue.