READINGTON PUBLIC SCHOOL DISTRICT

Third Grade English Language Arts Curriculum 2024

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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 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 reader's typical experience. End-of-the-year third grade readers are able to identify and use underlying text structures. 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 and 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 instruction on important aspects of good writing, followed by time to discuss, 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. 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 developmentally appropriate learning for reading, writing, speaking and listening, and word study. The curriculum reflects current educational research through its focus on fostering motivation and independence, developing oral language competence, reading for understanding, 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 academic readiness, 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 works of quality and substance and responding to the varying demands of audience, task, purpose, and discipline.

II. Goals

This curriculum is linked to the 2023 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 Assessments
- 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
- Universal Screener
- Diagnostic 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 (Partnerships or Book Swap Partnerships) ● 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 ● 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. 6 weeks	Reading to Learn (Individual Choice) ● Determining importance in expository texts ● Lifting the level of thinking about expository texts ● Synthesizing and growing ideas in narrative nonfiction	Unit 2 Nov./Dec. 6 weeks	The Art of Informational Writing ● Organizing information ● Studying mentor texts in a search for elaboration strategies ● Using text features
Unit 3 Jan./Feb. 6 weeks	Character Studies (Book Clubs) ● Using theories about characters to predict	Unit 3 Jan./Feb. 8 weeks	Changing the World: Persuasive Speeches, Petitions, and Editorials

	• Story mountains • Comparing and contrasting characters across books		• Drawing on a repertoire of strategies for generating opinion writing • Creating connections between opinions and reasons • Gathering a variety of evidence
Unit 4 Feb./March 6 weeks	Mystery: Foundational Skills in Disguise (Partnerships or Book Clubs) • 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 6 weeks	The Literary Essay • Close reading to generate ideas about literature • Supporting and craft an argument • Drafting and revising essays with independence.
Unit 5 April/May 7 weeks	Research Clubs: Nonfiction Reading Through Social Studies (Research Clubs) • Cross-text synthesis • Reading with volume and fluency • Synthesizing, comparing, and contrasting	Unit 5 April/May 5 weeks	Informational Writing: Reading, Research, and Writing in Content Areas • Guide students to draft chapters • Use mentor texts to spotlight structure
		Unit 6 May/June 5 weeks	Adapting and Writing Fairy Tales • Storytelling, planning, and drafting • Revising early and often • Writing original fairy tales
Unit 6 May/June 3 weeks	Learning Through Reading: Countries Around the World (Book Clubs) • 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		

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

Enduring Understandings
• 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.

Goals

L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
   A.   Identify and know the meaning of the most common prefixes and derivational suffixes.
   B.   Decode words with common Latin suffixes.
   C.   Decode multisyllable words.
   D.   Read grade-appropriate irregularly spelled words.
   E.   Analyze the parts of high-frequency words that are regular and the parts that are irregular.
L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
   A.   Read grade-level text with purpose and understanding.
   B.   Read grade-level text orally with accuracy, appropriate rate, and expression.
   C.   Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
   A.   Use sentence-level context as a clue to the meaning of a word or phrase.
   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).
   C.   Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
   A.   Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
   B.   Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
   C.   Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).
RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters.
SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
   A.   Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
   B.   Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
   C.   Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
   D.   Explain their own ideas and understanding in light of the discussion.
SL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.PI.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Teaching Points	Core Materials:
Bend 1: Making a Reading Life	Units of Study for Reading
1. Building a powerful reading life	*Building a Reading Life*, Unit 1 published by
1a. Mid-workshop Teaching: Setting goals to support	Heinemann
volume and stamina	**Supporting Materials & Teacher Resources:**
2. Reading as if books are gold	Leveled Bookroom
3. Finding within-reach books and building stamina	Classroom Libraries
3a. Mid-workshop Teaching: Another way a book can be	Indian Shoes Pacing Guide
just right	Replacement Sessions for Indian Shoes
4. Setting goals and tracking progress	Fluency Instruction Toolkit
4a. Mid-workshop Teaching: Varying the pace of reading	*The Continuum of Literacy Learning Grades*
in response to the text	*PreK-8 A Guide to Teaching Written* by Gay Su

5. Setting up systems to find and share books
6. Reading with partners

Bend 2: Understanding The Story
7. Readers check for comprehension
7a. Mid-workshop Teaching: Monitoring for sense and activating problem solving when meaning breaks down
8. Follow textual cues as you read: Shift between envisioning and assembling facts
8a. Conferring and small-group lesson: Using the learning progressions to assess students' envisioning and move them forward
9. Prediction
10. Making higher-level predictions
10a. Mid-workshop Teaching: Having empathy for characters help readers predict what will happen next
11. Retelling stories
11a. Mid-workshop Teaching: Readers strive for deeper understanding by connecting new parts to previous parts
12. Determining the central message or theme

Bend 3: Tackling More Challenging Texts
2 days of running record assessment
13. Tackling complex texts takes grit
14. Figuring out hard words
14a. CG: Analyze the parts of high-frequency words that are regular and the parts that are irregular
15. Using textual clues to figure out the meaning of unfamiliar words
15a. CG: Readers keep synonyms and their shades of meaning in mind as they read. and they can explain the differences between the words
16. Making sense of figurative language
16a. Conferring and small-group lesson: Supporting kids with word solving
17. Literal and nonliteral language
18. Talking back to the text
19. Raising the level of questions to unearth deeper meaning: Considering author's purpose
19a. Mid-workshop Teaching: Readers generate more than one answer to possible questions
20. CG: Point of view

Word Study:
- VALE Units 1-3
- Review syllables (VALE Unit 1)
- Synonyms/Antonyms (VALE Unit 2)
- Introduce word-solving actions

Integrate test prep into instruction:

Pinnell and Irene C. Fountas and Published by Heinemann
Daily Café by Gail Boushey and Joan Moser
Conferring with Readers by Jennifer Serravallo
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
Reading Strategies Book by Jennifer Serravallo
A Teacher's Guide to Mentor Texts by Carl Anderson
Reading Above the Fray: Reliable, Research-Based Routines for Developing Decoding Skills by Julia Lindsey
The Megabook of Fluency by Rasinski & Smith
Micro Mentor Texts by Penny Kittle
Comprehension Connections: *Bridges to Strategic Reading* by Tammy McGregor
The Artful Read-Aloud by Rebecca Bellingham
Teaching Interpretation Using Text-Based Evidence to Construct Meaning by Cherry-Paul & Johansen
A Teacher's Guide to Reading Conferences by Jennifer Serravallo
Teaching Reading in Small Groups by Jennifer Serravallo
Phonics & Word Study: Activities for intermediate grades by Wiley Blevins
Shifting the Balance (Grades 3-5): 6 ways to bring the science of reading into the upper elementary classroom by Burkins & Yates
Teaching for Deeper Learning: Tools to engage students in meaning making by McTighe & Silver
VALE Units

Mentor Texts:
Stone Fox by John Reynolds Gardiner or *Indian Shoes* by Cynthia Leitich Smith (Chapter book read aloud)
Because of Winn Dixie by Kate DiCamillo (Chapter book read aloud)
Thank you Mr. Falker by Patricia Polacco
Fig Pudding by Ralph Fletcher
The Man Who Walked Between the Towers by Mordicai Gerstein
Silent Movie by Avi
Smoky Night by Eve Bunting
A Taste of Blackberries by Doris Smith
Teacher selected texts

Student texts:

1. Incorporate standardized test formats into chapter and unit tests 2. Require students to show their work and use test-taking skills during everyday activities 3. Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying 4. Highlight test taking skills 5. Review test taking vocabulary	As described in leveled book lists **Technology:** Online books Raz Kids IXL Storyworks **Assessments:** **Formative:** Readers Notebooks Guided reading responses Conference discussions and notes Reading Learning Progressions Rubrics **Summative:** Presentations Spelling assessments Reader response questions Reading Pathways Performance Assessments **Benchmark:** Running Records: 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. **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.) **Word Study Assessments:** VALE end of unit assessments **Alternative:** Student presentations Story blog

Interdisciplinary Connections

Social Studies: 6.1.5.CivicsPI.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: 3.OA.A3 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 individual choice books.

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

Enduring Understandings:

- Good readers grasp the main idea in nonfiction
- Good readers identify nonfiction text structures and adjust their reading pace

Goals

L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
A. Identify and know the meaning of the most common prefixes and derivational suffixes.
B. Decode words with common Latin suffixes.
C. Decode multisyllable words.
D. Read grade-appropriate irregularly spelled words.
E. Analyze the parts of high-frequency words that are regular and the parts that are irregular.
L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
   A. Read grade-level text with purpose and understanding.
   B. Read grade-level text orally with accuracy, appropriate rate, and expression.
   C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
   A. Use sentence-level context as a clue to the meaning of a word or phrase.
   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).
   C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
   D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.
RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key

details presented in two texts on the same topic.

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

    A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

    B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

    C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

    D. Explain their own ideas and understanding in light of the discussion.

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

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

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

SL.UM.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

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

Teaching Points:

Bend 1: Determining Importance in Expository Texts

1. Previewing nonfiction
2. Looking for structure within a text
2a. Mid-workshop teaching: Readers pause to think, " So what are the main ideas and supporting details?"
3. Grasping main ideas in nonfiction texts
4. Becoming experts and teaching others from nonfiction texts
4a. CG: Choosing strong text evidence
5. Tackling complexity
6. Getting better requires clear goals and deliberate work: Learning progressions

Bend 2: Lifting the Level of Thinking About Expository Texts

7. Reading for significance: Approaching nonfiction reading as a learner
8. Reading differently because of conversations
9. Distinguishing your own opinion from that of the author
10. Lifting the level of students' talk

Bend 3: Synthesizing and Growing Ideas in Narrative Nonfiction

11. Using text structure to hold onto meaning in narrative nonfiction
12. Summarizing narrative nonfiction
12a. Mid-workshop teaching: Thinking about how parts of the text fit with the whole
13. Tackling hard words that complicate meaning
13a. CG: Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases
14. Reading biographies through different lenses
14a. Mid-workshop teaching: Taking cues from the texts about which lens to read through

Core Materials:

Units of Study for Reading

Reading to Learn, Unit 2 published by Heinemann

Supporting Materials & Teacher Resources:

Leveled Bookroom

Classroom Libraries

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

Reading with Meaning Teaching Comprehension in the Primary Grades by Debbie Miller

Word Journeys: Assessment Guided Phonics, Spelling, and Vocabulary Instruction by Kathy Ganske

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Comprehension Connections: *Bridges to Strategic Reading* by Tammy McGregor

The Artful Read-Aloud by Rebecca Bellingham

Teaching Interpretation UsingText-Based Evidence to Construct Meaning by Cherry-Paul & Johansen

15. Reflecting on important ideas in text sets or paired texts
16. Seeking underlying ideas in true stories
16a. Mid-workshop teaching: Readers practice synthesizing a narrative nonfiction text
17. Bringing your narrative nonfiction lenses to a broader range of texts
18. Identifying when a text is hybrid nonfiction and adjusting accordingly
19. Becoming your own reading coach

Word Study:
- VALE Units 4-6
- Compound words
- Reinforce word solving actions
- Domain-specific vocabulary

Integrate test prep into instruction:
1. Incorporate standardized test formats into chapter and unit tests
2. Require students to show their work and use test-taking skills during everyday activities
3. Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying
4. Highlight test taking skills
5. Review test taking vocabulary

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Shifting the Balance (Grades 3-5): 6 ways to bring the science of reading into the upper elementary classroom by Burkins & Yates
Teaching for Deeper Learning: Tools to engage students in meaning making by McTighe & Silver
VALE Units

Mentor Texts:
Deadliest Animals (National Geographic Reader) by Melissa Stewart
Butterflies and Moths by Bobbie Kalman
The Pumpkin Book by Gail Gibbons
Emperor Penguin by Meish Goldish
Water Everywhere by Jill Astkins
Surprising Sharks by Nicola Davies
Bears by Deborah Hodge
Apples by Gail Gibbons
Bug-A-Licious by Meish Goldish
A Rock Is Lively by Dianna Hutts Aston & Sylvia Long
Let's Go Rock Climbing by Jim McGovern
Caves by Stephen P. Kramer
Oceans and Seas by Cassie Mayer
Hurricane! By Jonathan London
All Pigs are Beautiful by Dick King-Smith
Appalachia: The Voices of Sleeping Birds by Cynthia Rylant
Bat Loves the Night by Nicola Davies
Ella Fitzgerald: The Talk of A Vocal Virtuosa by Andrea D. Pinkney
Gentle, Giant Octopus by Karen Wallace
Going Home: The Mystery of Animal Migration by Marianne Berkes
Rosa by Nikki Giovanni
A Voice of Her Own: A Story of Phillis Wheatley, Slave Poet by Kathryn Lasky
Welcome to the Green House by Jane Yolen
What Do You Do When Something Wants to Eat You? By Steve Jenkins
When Marian Sang: The True Recital of Marian Anderson by Pam Munoz Ryan
Cactus Hotel by Brenda Z. Guiberson
VALE Units

Technology:
Google Apps

Assessments:
Formative:

	Student/teacher conferences Readers Notebooks Reading Learning Progressions Rubrics **Summative:** Student presentations Reading Pathways Performance Assessments **Alternative:** Informational Website

Interdisciplinary Connections

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.

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 Time for Kids nonfiction article about human rights and identify key story elements such as who, what, when, where, why, and how.

Career Readiness, Life Literacies, and Key Skills

Career Ready Practice: Work productively in teams while using cultural/global competence.
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 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.

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.

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.

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 a jamboard to create a digital timeline of an important historical figure.

Reading Unit 3 ~
Character Studies: Series Book Clubs

Enduring Understandings

- Good readers approach a character with empathy.
- Good readers reflect upon how a character responds to changing situations, learns lessons, and grows.

Goals

L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
    A.   Identify and know the meaning of the most common prefixes and derivational suffixes.
    B.   Decode words with common Latin suffixes.
    C.   Decode multisyllable words.
    D.   Read grade-appropriate irregularly spelled words.
    E.   Analyze the parts of high-frequency words that are regular and the parts that are irregular.
L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
    A.   Read grade-level text with purpose and understanding.
    B.   Read grade-level text orally with accuracy, appropriate rate, and expression.
    C.   Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
    A.   Use sentence-level context as a clue to the meaning of a word or phrase.
    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).
    C.   Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).
RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.
RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters.
RL.MF.3.6. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
RL.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).
SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
    A.   Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
    B.   Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
    C.   Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
    D.   Explain their own ideas and understanding in light of the discussion.
SL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.PI.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Teaching Points:	Core Materials:
Bend 1: Getting To Know a Character as Friend	Units of Study for Reading
1. Readers notice how a new character talks and acts	Units of Study for Reading *Character Studies:*
2. From observations to ideas: Readers think, "What is my character like?"	*Series Book Clubs* by Heinemann
3. Noticing patterns, seeing more: Growing theories about a character	**Supporting Materials & Teacher Resources:** Leveled Bookroom
4. Growing bigger theories about a character: Asking	Classroom Libraries

why
5. Using theories about characters to predict
6. Taking stock and self-assessing: Looking at checklists, noticing strengths and weaknesses, and making new reading goals

Bend 2: Following a Character's Journey
7. Stories are shaped like a mountain: Readers watch characters go up and down
8. Readers expect characters to face and react to trouble
8a. Mid-workshop teaching: Looking for patterns in a character's reactions to problems
9. Readers notice the roles secondary characters play in the main character's journey
10. Noticing the roles illustrations play in a story
11. Readers pay close attention to the climax of a story noticing how the main character is tested
11a. Mid-workshop teaching: Noticing the choices characters make during the climax of a story
12. Readers notice how a character resolves big trouble
13. Readers learn lessons alongside their characters
13a. Mid-workshop teaching: Using text evidence to deepen interpretation
14. Lingering with a story after it's done: Looking back to analyze author's craft
14a. Mid-workshop teaching: Introducing the "Analyzing the parts of a story in relation to the whole" Strand of the Learning Progression

Bend 3: Comparing and Contrasting Characters Across Books
15. Comparing characters: Noticing similarities and differences
16. Readers compare the problems characters face and their reactions
16a. CG: Comparing and contrasting the point of view of the reader, narrator, and characters
17. Readers ask, "What makes you say that?": Engaging in text-based mini-arguments about characters
17a. Mid-workshop teaching: Preparing for debate to work by marking the text-based evidence
18. Comparing and contrasting the lessons characters learn
18a. Mid-workshop teaching: Comparing the signals authors give readers that a character has learned something big

Word Study:
● VALE Units 7&8
● VALE Review Unit 1

Integrate test prep into instruction:
1. Incorporate standardized test formats into chapter and unit tests
2. Require students to show their work and use test-taking skills during everyday activities

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
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
Reading Strategies Book by Jennifer Serravallo
A Teacher's Guide to Mentor Texts by Carl Anderson
Reading Above the Fray: Reliable, Research-Based Routines for Developing Decoding Skills by Julia Lindsey
The Megabook of Fluency by Rasinski & Smith
Micro Mentor Texts by Penny Kittle
Comprehension Connections: *Bridges to Strategic Reading* by Tammy McGregor
The Artful Read-Aloud by Rebecca Bellingham
Teaching Interpretation UsingText-Based Evidence to Construct Meaning by Cherry-Paul & Johansen
A Teacher's Guide to Reading Conferences by Jennifer Serravallo
Teaching Reading in Small Groups by Jennifer Serravallo
Phonics & Word Study: Activities for intermediate grades by Wiley Blevins
Shifting the Balance (Grades 3-5): 6 ways to bring the science of reading into the upper elementary classroom by Burkins & Yates
Teaching for Deeper Learning: Tools to engage students in meaning making by McTighe & Silver
VALE Units

Mentor Texts*:

Because of Winn Dixie by Kate DiCamillo (Chapter book read aloud)
Thank you Mr. Falker by Patricia Polacco
Tales of a Fourth Grade Nothing series by Judy Bloom
Ramona Quimby series by Beverly Cleary
Stink series by Megan McDonald
Poppy
Henry and Mudge series by Cynthia Rylant
The Dragon Slayer's Academy by Kate McMullan
Amber Brown series by Paula Danzinger
The Stories Julian Tells series by Anne Cameron
The Boxcar Children series by Gertrude Chandler Warner

3. Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying 4. Highlight test taking skills 5. Review test taking vocabulary	*Hank Zipzer* series (*A Brand New Me!*) by Henry Winkler and Lin Oliver *Magic Tree House* series by Mary Pope Osborne *Judy Moody* series by Megan McDonald Teacher selected texts *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. **Technology:** Google Slides YouTube **Assessments:** **Formative:** Student/teacher conferences Readers Notebooks Reading Learning Progressions Rubrics **Summative:** Student presentations Reading Pathways Performance Assessments **Benchmark:** Running Records **Alternative:** Podcasting

Interdisciplinary Connections

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.

Math: 3NFA1 Understand a fraction as the quantity formed by 1 part when a whole is partitioned into *b* equal parts; understand a fraction as the quantity formed by *a* parts of size. Activity: Students will define new math terms with definitions and illustrations.

Career Readiness, Life Literacies, and Key Skills

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 (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., 1.2.5CR1d). 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

Enduring Understandings:
- 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.
Goals

L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
  A. Identify and know the meaning of the most common prefixes and derivational suffixes.
  B. Decode words with common Latin suffixes.
  C. Decode multisyllable words.
  D. Read grade-appropriate irregularly spelled words.
  E. Analyze the parts of high-frequency words that are regular and the parts that are irregular.
L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
  A. Read grade-level text with purpose and understanding.
  B. Read grade-level text orally with accuracy, appropriate rate, and expression.
  C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
  A. Use sentence-level context as a clue to the meaning of a word or phrase.
  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).
  C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).
RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.
RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).
SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
  A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
  B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
D. Explain their own ideas and understanding in light of the discussion.

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

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

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

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

Teaching Points:	Core Materials:
Bend 1: Understanding the Mystery	Units of Study for Reading
1. Whodunit? Drawing on all we know about solving mysteries to read mysteries	*Units of Study for Reading*, Mystery Unit Grade 3 published by Heinemann
1a. Mid-workshop teaching: Identifying the mystery and thinking more about the crime solver	**Supporting Materials & Teacher Resources:**
2. Mystery readers try to solve the mystery before the crime solver does	Leveled Bookroom
2a. Mid-workshop teaching: Keeping track of more than one possible suspect	Classroom Libraries
3. Mystery readers do a special kind of predicting	*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
4. When the going gets tough, readers need strategies	*Daily Café* by Gail Boushey and Joan Moser
4a. Mid-workshop teaching: Reread with clear purpose	*Conferring with Readers* by Jennifer Serravallo
5. Thoughtful writing and talking about reading	*Reading with Meaning Teaching Comprehension in the Primary Grades* by Debbie Miller
6. Mystery readers, like crime solvers, often collaborate with partners to solve mysteries	*Word Journeys: Assessment Guided Phonics, Spelling, and Vocabulary Instruction* by Kathy Ganske
6a. Mid-workshop teaching: Partners can practice reading fluently together	*Strategies That Work* by Anne Goudvis and Stephanie Harvey
7. Holding onto the mystery, even when the book is long and tricky	*Reading Strategies Book* by Jennifer Serravallo
7a. Mid-workshop teaching: Quick goal setting to support volume and stamina	*A Teacher's Guide to Mentor Texts* by Carl Anderson
	Reading Above the Fray: Reliable, Research-Based Routines for Developing Decoding Skills by Julia Lindsey
Bend 2: Raising the Level of Mystery Reading	*The Megabook of Fluency* by Rasinski & Smith
8. How mystery books go: Patterns and common characteristics	*Micro Mentor Texts* by Penny Kittle
9. Reading on, Influenced by knowing how mysteries usually go	Comprehension Connections: *Bridges to Strategic Reading* by Tammy McGregor
10. Raising the level of partner talk	*The Artful Read-Aloud* by Rebecca Bellingham
11. The red herring: Throwing readers and detectives off the right track	*Teaching Interpretation Using Text-Based Evidence to Construct Meaning* by Cherry-Paul & Johansen
12. Finding hidden clues	*A Teacher's Guide to Reading Conferences* by Jennifer Serravallo
13. What kind of mind-work does this mystery want the reader to do?	*Teaching Reading in Small Groups* by Jennifer Serravallo
13a. Mid-workshop teaching: Adding to invented strategies: Spotlight on figurative language	*Phonics & Word Study: Activities for intermediate grades* by Wiley Blevins
14. Self-assessment, goals, and practice	*Shifting the Balance (Grades 3-5): 6 ways to bring the science of reading into the upper elementary classroom* by Burkins & Yates
Bend 3: Reading Mysteries Can Help You Read Any Kind of Fiction	*Teaching for Deeper Learning: Tools to engage students in meaning making* by McTighe & Silver
15. Readers apply the work of one kind of fiction to all fiction	
15a. Mid-workshop teaching: Being alert to parts of the text	

16. Fiction readers solve mysteries that relate to character and plot
17. Using clues to drive predictions
17a. Mid-workshop teaching: Depth of jotting matters, not length

Word Study:
- VALE Review Units 2-4
- Figurative language
- Shades of meaning for words
- Homophones/homographs

Integrate test prep into instruction:
1. Incorporate standardized test formats into chapter and unit tests
2. Require students to show their work and use test-taking skills during everyday activities
3. Teach critical thinking skills.
4. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying
5. Highlight test taking skills
6. Review test taking vocabulary

VALE Units

Mentor Texts*:
A to Z Mysteries series by Ron Roy
Amber Brown series by Paula Danzinger
Encyclopedia Brown series by Donald Sobol
Nate the Great series by Marjorie Sharmat
Horrible Harry series by Suzy Kline
Jigsaw Jones series by James Preller
Cam Jansen series by David A. Adler
Who Stole The Wizard of Oz by Avi
Scooby Doo series by James Gelsey
The Boxcar Children series by Gertrude Chandler Warner
Bones series by David Adler
Jigsaw Jones series by James Preller
The Twiddle Twins series by Howard Goldsmith
Nancy Drew series by Carolyn Keene
The Black Stallion series by Walter Farley
Third Grade Detectives series by George E. Stanley
Teacher selected texts

*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.

Technology:
Word Smart Art Graphics

Assessments:
Formative:
Student/teacher conferences
Readers Notebooks
Reading Learning Progressions
Rubrics

Summative:
Student presentations
Reading Pathways Performance Assessments

Alternative:
Create a concept map

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 member 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

Enduring Understandings

- ● Good readers can learn from what they read
- ● Learning to learn is about becoming an independent thinker, problem solving, teamwork, knowledge of the world, and adaptability

Goals

L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
    A. Identify and know the meaning of the most common prefixes and derivational suffixes.
    B. Decode words with common Latin suffixes.
    C. Decode multisyllable words.
    D. Read grade-appropriate irregularly spelled words.
    E. Analyze the parts of high-frequency words that are regular and the parts that are irregular.
L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
    A. Read grade-level text with purpose and understanding.
    B. Read grade-level text orally with accuracy, appropriate rate, and expression.
    C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
    A. Use sentence-level context as a clue to the meaning of a word or phrase.
    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).
    C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.
RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.
RI.PP.3.5. Distinguish their own point of view from that of the author of a text.
RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.AA.3.7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.
SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
  A.   Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
  B.   Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  C.   Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
  D.   Explain their own ideas and understanding in light of the discussion.
SL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.PI.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Teaching Points:	Core Materials:
Bend 1: Researching a Topic	Units of Study for Reading
1. Revving up for a research project: Readers orient themselves to a text set	*Research Clubs* Reading Units of Study, Unit 4 Published by Heinemann
1a. Mid-workshop teaching: When it's hard to find sections addressing subtopic	
2. Cross-text synthesis	**Supporting Materials & Teacher Resources:**
2a. Mid-workshop teaching: Synthesizing in your mind	Leveled Bookroom
3. Using the lingo of experts	Classroom Libraries
4. Zeal matters: Pursuing collaborative inquiries with commitment	
4a. Mid-workshop teaching: Recognizing text signals to build mental models	*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
5. Growing ideas about nonfiction	*Daily Café* by Gail Boushey and Joan Moser
6. Researchers ask questions	*Conferring with Readers* by Jennifer Serravallo
6b. CG: Researchers use text features and tools to help them understand their topic and learn more	*Reading with Meaning Teaching Comprehension in the Primary Grades* by Debbie Miller
	Word Journeys: Assessment Guided Phonics, Spelling, and Vocabulary Instruction by Kathy Ganske
Bend 2: A Second Cycle of Research	
7. Planning a second study	*Strategies That Work* by Anne Goudvis and Stephanie Harvey
7a. Mid-workshop teaching: Holding club members accountable for plans	*Reading Strategies Book* by Jennifer Serravallo
8. Reading with volume and fluency	*A Teacher's Guide to Mentor Texts* by Carl Anderson
9. Readers notice text structures and use them to organize their learning	*Reading Above the Fray: Reliable, Research-Based Routines for Developing Decoding Skills* by Julia Lindsey
9a. Mid-workshop teaching: Recognizing transition words as clues to organizational structure	*The Megabook of Fluency* by Rasinski & Smith
10. Compare and contrast	*Micro Mentor Texts* by Penny Kittle
10a. Mid-workshop teaching: Generating compare and contrast thinking	Comprehension Connections: *Bridges to Strategic Reading* by Tammy McGregor
11. Cause and effect	*The Artful Read-Aloud* by Rebecca Bellingham
11a. Mid-workshop teaching: Distinguishing between two structures: cause/effect and problem/solution	*Teaching Interpretation UsingText-Based*
11b. CG: Readers notice relationships between the events or concepts that occur across their books (historical events, scientific ideas, concepts, or steps	

in a procedure) and use the language of text structures (cause/effect, time, sequence) to explain their connections
12. Reading closely, thinking deeply
12a. Mid-workshop teaching: Comparing how authors present information

Bend 3: Synthesizing, Comparing, and Contrasting
13. Experts widen their field of focus and see patterns
14. Asking questions, growing big ideas
14a. Mid-workshop teaching: Using learning progressions to lift the level of comparing and contrasting
14b. CG; Determining the author's point of view
15. Pursuing questions
16. Developing evidence-based theories
16a. Mid-workshop teaching: Reminding readers to record evidence
17. Adding to theories by researching big-picture concepts
18. Learning to apply the knowledge readers develop through their research
19. Finding solutions to real-world problems
20. Enhancing your research with multimedia

Word Study:
- VALE Review Units 5&6
- VALE Review Units 7&8

Integrate test prep into instruction:
1. Incorporate standardized test formats into chapter and unit tests
2. Require students to show their work and use test-taking skills during everyday activities
3. Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying
4. Highlight test taking skills
5. Review test taking vocabulary

Evidence to Construct Meaning by Cherry-Paul & Johansen
A Teacher's Guide to Reading Conferences by Jennifer Serravallo
Teaching Reading in Small Groups by Jennifer Serravallo
Phonics & Word Study: Activities for intermediate grades by Wiley Blevins
Shifting the Balance (Grades 3-5): 6 ways to bring the science of reading into the upper elementary classroom by Burkins & Yates
Teaching for Deeper Learning: Tools to engage students in meaning making by McTighe & Silver
VALE Units

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

Technology:
Online search engines
Google Maps

Assessments:
Formative:
Student/teacher conferences
Readers Notebooks
Reading Learning Progressions
Rubrics

Summative:
Student presentations
Reading Pathways Performance Assessments

Alternative:
Create an artifact

Interdisciplinary Connections

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.

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.

Career Readiness, Life Literacies, and Key Skills

Career Ready Practice: Utilize critical thinking to make sense of problems and persevere in solving them.
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.

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.

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 research ways to conserve water using teacher approved digital resources. They will keep their research organized and present it using Google Slides.

Reading ~ Unit 6
Learning Through Reading: Countries Around the World

Enduring Understandings
- 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
Goals

L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
    A.   Identify and know the meaning of the most common prefixes and derivational suffixes.
    B.   Decode words with common Latin suffixes.
    C.   Decode multisyllable words.
    D.   Read grade-appropriate irregularly spelled words.
    E.   Analyze the parts of high-frequency words that are regular and the parts that are irregular.
L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
    A.   Read grade-level text with purpose and understanding.
    B.   Read grade-level text orally with accuracy, appropriate rate, and expression.
    C.   Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
    A.   Use sentence-level context as a clue to the meaning of a word or phrase.
    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).
    C.   Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).
RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.
RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.
RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in

technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

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

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

RL.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).

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

SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- D. Explain their own ideas and understanding in light of the discussion.

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

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

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

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

Teaching Points:	Core Materials:
Bend 1: Learning about a Country using a Variety of Texts and Lenses	Units of Study for Reading
1. Researchers transfer schema from previous work to new work	*If...Then...Curriculum Reading Units of Study*, p. 1 published by Heinemann
2. Readers read easier texts before more difficult ones to get an overview and understand vocabulary	**Supporting Materials & Teacher Resources:**
3. Researchers use note taking strategies using text structures	Leveled Bookroom
4. Researchers narrow their lens	Classroom Libraries
5. Researchers reflect on their notes to grow ideas about their learning	*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
6. Researchers synthesize their learning by teaching others	*Daily Café* by Gail Boushey and Joan Moser
7. Researchers use terms repeated by an author	*Conferring with Readers* by Jennifer Serravallo
	Reading with Meaning Teaching Comprehension in the Primary Grades by Debbie Miller
Bend 2: Researching a different Country	*Word Journeys: Assessment Guided Phonics, Spelling, and Vocabulary Instruction* by Kathy Ganske
8. Researchers think about tools and resources from past projects and apply them to new projects	*Strategies That Work* by Anne Goudvis and Stephanie Harvey
9. Researchers make choices about how the research will be organized, and plan notes accordingly	*Reading Strategies Book* by Jennifer Serravallo
10. Researchers share information and learn from each other	*A Teacher's Guide to Mentor Texts* by Carl Anderson
	Reading Above the Fray: Reliable, Research-Based Routines for Developing Decoding Skills by Julia Lindsey
Bend 3: Learning and Thinking Across Countries: Exploring Similarities and Differences to Grow Ideas	*The Megabook of Fluency* by Rasinski & Smith
11. Researchers compare and contrast noting significances	*Micro Mentor Texts* by Penny Kittle
12. Researchers use compare and contrast observations and their notes to develop theories	

and conclusions

Bend 4: Learning About Countries and Cultures Through Literature (Folktales and Fairy Tales)
13. Researchers draw on non-fiction to help them think more deeply about fiction related to their topic.
14. Researchers study narrative elements of stories to learn more about the culture
15. Researchers compare and contrast stories about a culture to learn more about these cultures
16. Researchers learn about the values of a culture by studying the traits of characters in that culture's stories

Cursive Handwriting:
[Cursive Handwriting Lesson Framework](#)
1. lowercase c, a, d
2. lowercase g, h
3. lowercase t, p
4. lowercase e, l, f
5. lowercase u, y
6. lowercase i, j
7. lowercase k, r, s
8. lowercase o, w
9. lower case b, v
10. lowercase n, m
11. lowercase x, z, q
12. uppercase A, C, O
13. uppercase U, V, W
14. uppercase K, Y, Z
15. uppercase P, B, R
16. uppercase N, M,
17. uppercase H, K
18. uppercase J, F
19. uppercase I, J
20. uppercase D, L
21. uppercase G, S
22. uppercase E, Q

Comprehension Connections: *Bridges to Strategic Reading* by Tammy McGregor
The Artful Read-Aloud by Rebecca Bellingham
Teaching Interpretation Using Text-Based Evidence to Construct Meaning by Cherry-Paul & Johansen
A Teacher's Guide to Reading Conferences by Jennifer Serravallo
Teaching Reading in Small Groups by Jennifer Serravallo
Phonics & Word Study: Activities for intermediate grades by Wiley Blevins
Shifting the Balance (Grades 3-5): 6 ways to bring the science of reading into the upper elementary classroom by Burkins & Yates
Teaching for Deeper Learning: Tools to engage students in meaning making by McTighe & Silver
VALE Review Units
[Cursive Handwriting Lesson Framework](#)

Mentor Texts:
Teacher selected materials

Technology:
Google Classroom
Google Docs

Assessments:
Formative:
Student/teacher conferences
Readers Notebooks
Reading Learning Progressions
Rubrics

Summative:
Student presentations
Reading Pathways Performance Assessments

Benchmark:
Running Records:
Below Expectations: Level N
Approaching: Level O
Meets Expectations: Level P/Q
Exceeds Expectations: Level R

Reading Rate
140-150 words per minute by the end of the academic school year.

Alternative:
Design a travel brochure

Interdisciplinary Connections
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 *Name Jar* and *My Name is Yoon* by creating a Venn diagram. **Science: 3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.** Activity: Students will read nonfiction texts on the climate in different regions with peers and describe the climate in their science notebooks.

Career Readiness, Life Literacies, and Key Skills
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., 1.2.5CR1d). Activity: Students will read a folktale or fable, create a representative artifact, and write a description of the artifact. **9.2.5.CAP.3: 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. **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.

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 work with a small group to collect information to compare and contrast the central messages in two stories such as *Me First* and *Old Mother Westwind*. 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).

3rd GRADE WRITING
Writing ~ Unit 1
Building the Writing Community/Crafting True Stories

Enduring Understandings
● 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.

Goals

L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.
    A. Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
    E. Change y to i (cried) in words with suffixes, when required
    G. Spell common words in English, including regular and irregular forms.
    F. Spell regular two- and three-syllable words that:
    ii. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.
L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two

foundational skills.
- B. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
- E. Use appropriate pronouns with clear referents.
- F. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
- I. Organize ideas into paragraphs with main ideas and supporting details.

L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- C. Recognize and observe differences between the conventions of spoken and written English.

W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.
- A. Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence.
- B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- C. Use transitional words and phrases to manage the sequence of events.
- D. Use concrete words and phrases and sensory details to convey experiences and events.
- E. Provide a conclusion or sense of closure that follows the narrated experiences or events.

W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- A. Identify audience, purpose, and intended length of composition before writing.
- B. Consider writing as a process, including self-evaluation, revision and editing.
- C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.

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

Teaching Points:	Core Materials:
Narrative pre-assessment	Units of Study for Writing
Bend 1: Writing Personal Narratives with Independence	*Units of Study for Narrative, Opinion, and Information Writing* Unit 1: Crafting True Stories (Narrative) published by Heinemann
1. Starting with writing workshop: Visualizing possibilities	**Supporting Materials & Teacher Resources:**
2. Finding ideas and writing up a storm	Leveled Bookroom
2a. Mid-workshop teaching: Building Stamina for writing	Classroom Libraries
3. Drawing on a repertoire of strategies: Writing with independence	*Patterns of Power: Inviting Young Writers into the Conventions of Language* by Jeff Anderson
3a. Mid-workshop teaching: When you're done, you've just begun	*The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Writing* by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann
4. Writers use a storyteller's voice. They tell us stories, not summaries	*The Writing Strategies Book* by Jennifer Serravallo
5. Taking stock: Pausing to ask, "How am I doing?"	Teaching Writing in Small Groups by Jennifer Serravallo
5a. Mid-workshop teaching: Writers help themselves solve problems	*Micro Mentor Texts* by Penny Kittle
6. Editing as we go: Making sure others can read our writing, reviewing basic syllable types: closed, VCe, open, vowel team, vowel –r, and Consonant-le	Grammar Inquiry Lesson Framework
6a. Conferring and small group work: Making spelling personal and purposeful, editing for ough, augh; -old, -ind, -ost, -ild families	**Mentor Texts (Instructional Read Aloud):**
6b. Mid-workshop teaching: Writers also write with periods and capitals	*How I Spent My Summer Vacation* by Mark Teague
6c. Editing as we go: Using exclamation points and question marks	*The Memory Box* by Mary Bahy
	Thank You, Mr. Falker by Patricia Polacco
Bend 2: Becoming a Storyteller on the Page	*Aunt Flossie's Hats (and Crab Cakes Later)* by Elizabeth Fitzgerald Howard
7. Rehearsing: Storytelling and leads	*Fireflies* by Julie Brinkloe
8. Writing discovery drafts	*Thundercake* by Patricia Polacco
9. Revising by studying what other authors have	*Come On Rain* by Karen Hesse
	Voices in the Park by Anthony Browne

done 10. Storytellers develop the heart of the story 11. Paragraphing to support sequencing, dialogue, and elaboration 11a Mid-workshop teaching: Point out to children that many of their paragraphs are tiny, a signal that their texts are underdeveloped 11b.CG: Editing as we go: Using commas in addresses and lists **Bend 3: Writing with New Independence on a Second Piece** 12. Becoming one's own job captain: Starting a second piece, working with new independence 13. Editing happens throughout the writing process: apostrophes 14. Drafting: Writing from inside a memory 14a. Mid-workshop teaching: Writers keep an eye on deadlines 15. Editing happens throughout the writing process: Use knowledge of prefixes and suffixes to help 16. Commas and quotation marks: Punctuating dialogue 16a. Mid-workshop teaching: Replacing summarized conversation with dialogue **Bend 4: Fixing Up and Fancying Up Our Best Work: Revision and Editing** 17. Writers revise in big, important ways 17a. Mid-workshop teaching: Writers read their writing often and out loud 18. Revising endings: Learning from published writing 19. Using editing checklists 19. Conferring and small group work: Focus on tenses and pronouns 19a: CG: Editing for spelling, Change y to i in words with suffixes 20: Publishing 21: Narrative benchmark assessment	*The Hickory Chair* by Lisa Rowe Frustino *Owl Moon* by Jane Yolan *Ben Trumpet* by Rachel Isadora. *My Rotten Redheaded Older Brother* by Patricia Polacco Teacher selected texts **Technology:** Google Docs **Assessments:** **Formative:** Writing Checklists Learning Progressions Student/ teacher conferences Writing Notebooks Student Performance Checklists for Writing **Summative:** Writing samples and student writing portfolios Student presentations Standards Based Writing Rubrics Reading and Writing Pathways Performance Assessments **Benchmark:** Narrative Benchmark Assessment **Alternative:** Dramatize and produce a reader's theater production of a story

Interdisciplinary Connections

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 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. 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 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

Enduring Understandings
- Write informative text to examine a topic and convey ideas and information clearly.   - Writers organize information to assist them in the writing process including introductions and text features.   - Writers use mentor texts to make connections within and across chapters and research topics to enhance their writing.   - Writer's use a variety of writing and editing strategies to ensure accuracy of facts and clarification for reads.
Goals

L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.
    G.   Spell common words in English, including regular and irregular forms.
L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
    E.   Use appropriate pronouns with clear referents.
    F.   Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
    G.   Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
    I.   Organize ideas into paragraphs with main ideas and supporting details.
L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
    A.   Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
    C.   Recognize and observe differences between the conventions of spoken and written English.
L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
    A.   Use sentence-level context as a clue to the meaning of a word or phrase.
    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).
- C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- A. Introduce a topic clearly.
- B. Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.
- C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
- D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).
- E. Provide a conclusion related to the information or explanation presented.

W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- A. Identify audience, purpose, and intended length of composition before writing.
- B. Consider writing as a process, including self-evaluation, revision and editing.
- C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.

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

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

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

Teaching Points:	Core Materials:
Informational preassessment	Units of Study for Writing
Bend 1: Organizing Information	Unit 2: *The Art of Information Writing* published by Heinemann
1. Teaching others as a way to prime the pump	
2. The power of organizing and reorganizing	**Supporting Materials & Teacher Resources:**
3. New structures lead to new thinking	Leveled Bookroom
4. Laying the bricks of information writing	Classroom Libraries
5. Organization matters in texts large and small	*Patterns of Power: Inviting Young Writers into the Conventions of Language* by Jeff Anderson
	The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Writing by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann
Bend 2: Reaching to Write Well	
6. Studying mentor texts in a search for elaboration strategies	*The Writing Strategies Book* by Jennifer Serravallo
6a. Mid-workshop teaching: Using transition words	Teaching Writing in Small Groups by Jennifer Serravallo
7. Making connections within and across chapters	*Micro Mentor Texts* by Penny Kittle
7a. Mid-workshop teaching: Using research resources to help fine-tune spelling including a dictionary or thesaurus	Grammar Inquiry Lesson Framework
8. Balancing facts and ideas from the start	**Mentor Texts:**
9. Researching facts and ideas from the start	*Dangerous Animals* by Melissa Stewart
10. Reusing and recycling in the revision process	*Butterflies and Moths* by Bobbie Kalman
11. Creating introductions through researching mentor authors	*The Pumpkin Book* by Gail Gibbons
	Emperor Penguin by Meish Goldish
Bend 3: Moving Toward Publication, Moving Toward Readers	*Water Everywhere* by Jill Astkins
12. Taking stock and setting goals	*Surprising Sharks* by Nicola Davies
13. Putting oneself in the reader's' shoes to clear up confusion	*Friends; Making Them and Keeping Them* by Patti Kelley Criswell
13a. CG: Using simple and compound sentences	*Bears* by Deborah Hodge
13b, Mid-workshop teaching: Teaching coordinating conjunctions and subordinating conjunctions	*Apples* by Gail Gibbons

through guided practice 14. Using text features makes it easier for readers to learn 15. Fact-checking through rapid research 16. Punctuating and paragraphs 16a. Mid-workshop teaching: Making pronoun-antecedent connections 17. Using linking words and phrases **Bend 4: Transferring Learning From Long Projects to Short Ones** 18. Plan content-area writing, drawing on knowledge from across the unit 19. Revising from self-assessments 20. Crafting speeches, articles, or brochures while using information writing skills 21. Bringing all that we know to every project 22. Informational benchmark assessment	*Bug-A-Licious* by Meish Goldish *A Rock Is Lively* by Dianna Hutts Aston & Sylvia Long *Let's Go Rock Climbing* published by Houghton Mifflin *Caves* by Stephen P. Kramer *Oceans and Seas (Bodies of Water)* by Cassie Mayer *Hurricane!* By Jonathan London Teacher selected texts **Technology:** Google Docs **Assessments:** **Formative:** Writing Checklists Learning Progressions Student/ teacher conferences Writing Notebooks Student Performance Checklists for Writing **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 **Benchmark:** Information Writing Assessment **Alternative:** Produce a multimedia, interactive poster

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 Time for Kids 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

Enduring Understandings

- Good writers gather and support bold opinions
- Persuasive writing includes well organized and well presented facts and details

Goals

L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.
    A. Spell regular two- and three-syllable words that:
        i. Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.
        ii. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.
    B. Spell common words in English, including regular and irregular forms.
L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
    F. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
    G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
    I. Organize ideas into paragraphs with main ideas and supporting details.
L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
    A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
    B. Choose words and phrases for effect.
    C. Recognize and observe differences between the conventions of spoken and written English.
W.AW.3.1. Write opinion texts to present an idea with reasons and information.
    A. Introduce an opinion clearly.
    B. Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.
    C. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons.
    D. Provide a conclusion related to the opinion presented.
W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
    A. Identify audience, purpose, and intended length of composition before writing.
    B. Consider writing as a process, including self-evaluation, revision and editing.
    C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.
W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.

Teaching Points:	Core Materials:
Opinion preassessment	Units of Study for Writing

Bend 1: Launching Work on Persuasive Speeches
1. Practicing persuasion
2. Gathering brave, bold opinions for persuasive writing
3. Drawing on a repertoire of strategies for generating opinion writing: Writing with independence
4. Editing as you go: Making sure your audience can always read your drafts, combining basic syllable types: closed, VCe, open, vowel team, vowel –r, and Consonant-le in two or three syllable words
5. Taking stock and setting goals

Bend 2: Raising the Level of Persuasive Writing
6. Gathering all that you know about your opinion
7. Organizing and categorizing
8. For example: Proving by showing
9. By considering audience, writers select and discard material
10. Paragraphing to organize our drafts
11. Choosing words that sound right and evoke emotion
12. Creating connections between opinions and reasons
13. Skip

Bend 3: From Persuasive Speeches to Petitions, Editorials, and Persuasive Letters
14. Inquiry into petitions
15. Becoming your own job captain
16. Gathering a variety of evidence: Interviews and surveys
17. Revising your introductions and conclusions to get your audience to care
18. Taking stock again: Goal setting with more independence

Bend 4: Cause Groups
19. Tackling a cause
20. Becoming informed about a cause
20a. Mid-workshop teaching: Using domain specific words
21. Yesterday's revisions becoming today's drafting strategies
22. Getting our own writing ready for readers
23. Celebrating activism
24. Opinion benchmark

Changing the World Persuasive Speeches, Petitions, and Editorials published by Heinemann

Supporting Materials & Teacher Resources:
Leveled Bookroom
Classroom Libraries
Patterns of Power: Inviting Young Writers into the Conventions of Language by Jeff Anderson
The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Writing by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann
The Writing Strategies Book by Jennifer Serravallo
Teaching Writing in Small Groups by Jennifer Serravallo
Micro Mentor Texts by Penny Kittle
Grammar Inquiry Lesson Framework

Mentor Texts:
I Wanna New Room, by Karen Kaufman Orloff
Earrings by Karen Viorst
Hey, Little Ant by Philip M. Hoose
I Wanna Iguana by Karen Kauffman Orloff
*Duck for Presiden*t by Betsy Lewin
Click Clack Moo Cows That Type by Betsy Lewin
The True Story of the 3 Little Pigs by Jon Scieszka
Don't Let the Pigeon Stay Up Late! By Mo Willems
Bad Kitty Gets a Bath by Nick Bruel
The Great Kapok Tree by Lynne Cherry
Teacher selected texts

Technology:
Videos of famous speeches
Google Forms

Assessments:
Formative:
Writing Checklists
Learning Progressions
Student/ teacher conferences
Writing Notebooks
Student Performance Checklists for Writing

Summative:
Writing samples and student writing portfolios
Student presentations
Standards Based Writing Rubrics
Reading and Writing Pathways Performance Assessments

Benchmark:
Opinion Writing Assessment

Alternative:

	Present opposite points of view in a debate or speech

Interdisciplinary Connections

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.

Math: 3DL.A.1.. Develop data-based questions and decide what data will answer the question. (e.g. "What size shoe does a 3rd grader wear?", "How many books does a 3rd grader read?") Activity: Students will survey peers on the persuasive techniques identified in the "I Have a Dream" speech and graph to show the data.

Career Readiness, Life Literacies, and Key Skills

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 persuasive piece on a chosen topic with peers.

9.2.5.CAP.3: 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.

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.

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 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.

Writing Unit 4 ~
The Literary Essay

Enduring Understandings

- Writing to defend claims about literature requires close reading, attention to literary craft, and the ability to cite and defend relevant textual evidence.

Goals

L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.
  A. Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
  D. Spell singular and plural possessives (teacher's; teachers')
  E. Change y to i (cried) in words with suffixes, when required
  F. Spell regular two- and three-syllable words that:
     i. Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.
     ii. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.
  G. Spell common words in English, including regular and irregular forms.
L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.

A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
B. Capitalize appropriate words in titles.
D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
H. Paraphrase a main idea or event in order to vary sentence structure and word use.

L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
B. Choose words and phrases for effect.
C. Recognize and observe differences between the conventions of spoken and written English.

W.AW.3.1. Write opinion texts to present an idea with reasons and information.
A. Introduce an opinion clearly.
B. Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.
C. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons.
D. Provide a conclusion related to the opinion presented.

W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
A. Identify audience, purpose, and intended length of composition before writing.
B. Consider writing as a process, including self-evaluation, revision and editing.
C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.

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

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

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

Teaching Points:	**Core Materials:**
Bend 1: Generating Ideas About Literature	Units of Study for Writing
1. 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.	*If…Then…Curriculum* published by Heinemann
2. 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.	**Supporting Materials & Teacher Resources:** Leveled Bookroom Classroom Libraries
3. 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	*Patterns of Power: Inviting Young Writers into the Conventions of Language* by Jeff Anderson *The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Writing* by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann
4. 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…"	*The Writing Strategies Book* by Jennifer Serravallo Teaching Writing in Small Groups by Jennifer Serravallo *Micro Mentor Texts* by Penny Kittle
5. Literary analysts return to their reading notebook entries to select bits of their 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	Grammar Inquiry Lesson Framework

text and then explain how the example illustrates the point using lines like "This shows… "

6. 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
7. 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
8. Editing as you go: Review verbs and nouns and improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns
9. 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

Bend 2: Support and Craft the Arguments

10. Collect information and insights to support the thesis statement organizing them by subtopic. Each of these subtopics will become a paragraph
11. 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
12. Literary analysis quote from the text and then unpack the quote by talking about how it addresses the relevant big idea.
13. Editing as you go: Capitalize appropriate words in titles.
14. Literary analysts incorporate literary terms such as narrator, point of view, scenes, and the like
15. 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
16. Editing as you go: Spelling singular and plural possessives
17. 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
18. Revise the draft with an eye for clearly stated opinions, well summed up reasons, and gaps in thinking or transitions
19. Add revision lessons on paragraphing, ending punctuation, and consistent verb tense as needed in strategy groups
20. Editing lessons on spelling as needed in strategy groups (single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families), singular and plural possessives, Change y to i (cried) in words with suffixes, spell regular two- and three-syllable words that combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le)
21. Editing lessons on spelling as needed in strategy groups, using common prefixes and suffixes when spelling

Bend 3: Draft and Revise Essays with Increased Independence

22. 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
23. Editing: Review nouns and verbs, properly spell regular and irregular plural forms (foot/feet, child/children, etc.)

Mentor Texts:
The Stories Julian Tells series by Ann Cameron
Frog and Toad series by Arnold Lobel
A Chair for My Mother by Ezra Jack Keats
A Letter to Amy by Ezra Jack Keats
The Important Book by Margaret Wise Brown
A Quiet Place by Douglas Wood
Boundless Grace by Mary Hoffman
Chicken Sunday by Patricia Polacco
Daddy Makes the Best Spaghetti by Anna Hines
Teacher selected texts

Technology:
Google Forms

Assessments:
Formative:
Writing Checklists
Learning Progressions
Student/ teacher conferences
Writing Notebooks
Student Performance Checklists for Writing

Summative:
Writing samples and student writing portfolios
Student presentations
Standards Based Writing Rubrics
Reading and Writing Pathways Performance Assessments

Alternative:
Orally compare and contrast two piece of literature with textual support

24. 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 25. Use tools to assist in editing; Dictionaries can be used as spelling tools and noting the origin of the word will assist with spelling patterns	

Interdisciplinary Connections

Math: 3DL.B.3. 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.

Career Readiness, Life Literacies, and Key Skills

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.

9.2.5.CAP.3: 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.

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.

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 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.

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

Enduring Understandings

- 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

Goals

L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.
    A. Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
    B. Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
    C. Identify language of word origin, as noted in dictionaries.
    D. Spell singular and plural possessives (teacher's; teachers')
    E. Change y to i (cried) in words with suffixes, when required
    F. Spell regular two- and three-syllable words that:
      i. Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.
      ii. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and

suffix -tion.
G. Spell common words in English, including regular and irregular forms.

L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
B. Capitalize appropriate words in titles.
G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
H. Paraphrase a main idea or event in order to vary sentence structure and word use.
I. Organize ideas into paragraphs with main ideas and supporting details.

W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
A. Introduce a topic clearly.
B. Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.
C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).
E. Provide a conclusion related to the information or explanation presented.

W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
A. Identify audience, purpose, and intended length of composition before writing.
B. Consider writing as a process, including self-evaluation, revision and editing.
C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.

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

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

Teaching Points:	Core Materials:
Bend 1: Writing to Develop Expertise and Grow Ideas	Units of Study for Writing
1. Teach students to use their notebooks to gather information about their topics- observational writing,	*Information Writing: Reading, Research, and Writing in the Content Areas, If...Then...Curriculum,* page 16
2. Teach students to use their notebooks to gather information about their topics- sketching	**Supporting Materials & Teacher Resources:**
3. Teach students to use their notebooks to gather information about their topics- boxes and bullets format	Leveled Bookroom
4. Teach students to use their notebooks to gather information about their topics- questioning	Classroom Libraries
5. Using notes to create summaries of important information	*Patterns of Power: Inviting Young Writers into the Conventions of Language* by Jeff Anderson
6. Nudge students to think more deeply about their topics, going back and writing about what they think about the information gathered	*The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Writing* by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann
	The Writing Strategies Book by Jennifer Serravallo
Bend 2: Planning a Table of Contents and Writing Chapters (and return to research)	Teaching Writing in Small Groups by Jennifer Serravallo
7. Assess students' knowledge of using tables of contents to structure writing and then teach this, focus on topic 1	*Micro Mentor Texts* by Penny Kittle
8. Assess students' knowledge of using tables of contents to structure writing and then teach this in small groups, focus on topic 2	Grammar Inquiry Lesson Framework
9. Assess students' knowledge of using tables of contents to structure writing and then teach this in small groups, focus on topic 3	**Mentor Texts:**
	InquiryEd Materials
	Foss Science Materials
10. Assess students' knowledge of using tables of contents to structure writing and then teach this in small groups, focus on topic 4	Leveled science texts
	Teacher selected materials
	Technology:
	Google Docs
	Google Slides

11. Select the strongest flash draft and channel students to draft chapters while grouping related information 12. Draft: As needed, writers cycle back to research to find the information and develop knowledge they need **Bend 3: Use Mentor Texts to Help Writers Revise Chapters They've Written And to Lift the Level of Upcoming Chapters** 13. Use mentor texts to spotlight structure and revise 14. Remind students that they write new chapters and revise old chapters, returning to research 15. Use mentor texts to learn about elaboration and revise 16. Using information checklist to be critical of their first-draft efforts and purposeful toward the goal of improving their writing 17. Select a second flash draft and channel students to draft chapters as they grouping related information 18. Channel students to draft chapters: As needed, writers cycle back to research to find the information and develop knowledge they need 19. Use mentor texts to spotlight structure and to revise **Bend 4: Editing and Preparing Publishing to Get Ready to Teach Others** 20. Edit for craft and variety: Use conjunctions to combine sentences and paraphrase a main idea to vary sentence structure 21. Edit for spelling mistakes. Use resources to correctly spell words, and reteach spelling patterns in strategy groups. 22. Select one draft to publish and remind students to draw on all that they have learned about editing to get ready to publish their writing 23. Teach students that information writers revise with a lens for the characteristics of information writing, including headings and subheadings, diagrams and instructions and conclusions 24. Revise to add characteristics of information writing. Reteach headings and subheadings, diagrams and instructions and conclusions as needed	**Assessments:** **Formative:** Writing Checklists Learning Progressions Student/ teacher conferences Writing Notebooks Student Performance Checklists for Writing **Summative:** Writing samples and student writing portfolios Student presentations Standards Based Writing Rubrics Reading and Writing Pathways Performance Assessments **Alternative:** Produce a multimedia, interactive poster

Interdisciplinary Connections

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.

Career Readiness, Life Literacies, and Key Skills

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.

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.

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 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.

Writing Unit 6 ~
Adapting and Writing Fairy Tales

Enduring Understandings
● 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
Goals

L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.
   A. Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
   B. Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
   C. Identify language of word origin, as noted in dictionaries.
   D. Spell singular and plural possessives (teacher's; teachers')
   E. Change y to i (cried) in words with suffixes, when required
   F. Spell regular two- and three-syllable words that:
      i. Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.
      ii. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.
   G. Spell common words in English, including regular and irregular forms.
L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
   A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
   B. Capitalize appropriate words in titles.
   C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
   D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
   E. Use appropriate pronouns with clear referents.
   F. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
   G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
   H. Paraphrase a main idea or event in order to vary sentence structure and word use.
   I. Organize ideas into paragraphs with main ideas and supporting details.
L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
   B. Choose words and phrases for effect.
   C. Recognize and observe differences between the conventions of spoken and written English.
W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.
   A. Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence.
   B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
   C. Use transitional words and phrases to manage the sequence of events.
   D. Use concrete words and phrases and sensory details to convey experiences and events.
   E. Provide a conclusion or sense of closure that follows the narrated experiences or events.
W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
   A. Identify audience, purpose, and intended length of composition before writing.
   B. Consider writing as a process, including self-evaluation, revision and editing.
   C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker,

find and correct errors and improve word choice.
W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.

Teaching Points:

Bend 1: Writing in the Footsteps of the Classics (Adapting a fairy tale that is one of two favorites; *Little Red Riding Hood* or *The Three Billy Goats Gruff*)
1. Adapting classic tales
2. Writing story adaptations that hold together
3. Storytelling, planning, and drafting adaptations of fairy tales
4. Writers can story-tell and act out as they draft
5. Weaving narration through stories
6. Mirror, mirror on the wall: Assessment using self-reflection

Bend 2: Follow the Path: Adapting Fairy Tales with Independence
7. Goals and plans are a big deal
8. Telling stories that make readers shiver
9. Revising early and often
10. When dialogue swamps your draft, add actions
11. Painting a picture with words: Revising for language
12. Editing for sentence variety and spelling

Bend 3: Blazing Trails: Writing Original Fairy Tales
13. Collecting ideas for original fairy tales
14. From "This is a fairy tale about" to "Once upon a time"
15. Tethering objects to characters
16. Using descriptive language while drafting
17. Revising the magic
18. Revising for readers: Applying sentence composition lessons from previous units
19. Mentor texts: Notice specific words and sensory details used to convey experiences and revise.
20. Mentor texts: Notice the author's use of alliteration and sensory details to create effects and revise.

Core Materials:
Units of Study for Writing
Once Upon A Time: Adapting and Writing Fairy Tales
Unit 4 published by Heinemann

Supporting Materials & Teacher Resources:
Leveled Bookroom
Classroom Libraries
Patterns of Power: Inviting Young Writers into the Conventions of Language by Jeff Anderson
The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Writing by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann
The Writing Strategies Book by Jennifer Serravallo
Teaching Writing in Small Groups by Jennifer Serravallo
Micro Mentor Texts by Penny Kittle
Grammar Inquiry Lesson Framework

Short Stories:
Fire and Wings; *Dragon Tales from East and West* by Jane Yolen
But That's Another Story by Sandy Asher
A Glory of Unicorns by Bruce Coville

Mentor Texts:
The Rain Babies by Laura Krauss Melmed
Merlin and the Dragons by Jane Yolen
Stranger in the Mirror by Allen Say
Raising Dragons by Jerdine Nolen
Nobody Rides the Unicorn by Adrian Mitchell
The classic tale of *Little Red Riding Hood*
The classic tale of *The Three Billy Goats Gruff*
The classic tale of *Cinderella*
Prince Cinders by Babette Cole
The classic tale of *The Three Little Pigs*
The classic tale of *The Emperor's New Clothes*
Dear Cinderella by Marian Moore & Mary Jane Kensington
The Jolly Postman and Other People's Letters by Allan Ahlberg and Janet Ahlberg
Yours Truly, Goldilocks by Alma Flor Ada
The Complete Grimm's Fairy Tales by Jacob Grimm
Little Red Riding Hood by Trina Schart Hyman
Snow White and the Seven Dwarfs: A Tale from the Brothers Grimm by Jacob Grimm, Wilhelm K. Grimm
The Fisherman and His Wife by Rachel Isadora
Paul Bunyan by Steven Kellogg
Paul Bunyan by Stephen Krensky

	The Bunyans by Audrey Wood *Abiyoyo* by Pete Seeger *Borreguita and the Coyote* by Verna Aardema *The Empty Pot* *Little Sima and The Giant Bowl: A Chinese Folktale* *Ming Lo Moves the Mountain* by Arnold Lobel *Mufaro's Beautiful Daughters* by John Steptoe *The Paper Crane* by Molly Bang *A Story, A Story* by Gail Haley *The Talking Eggs: A Folktale From South America* by Robert San Souci *Why Mosquitoes Buzz in People's Ears* by Verma Aardema *Why the Sky is Far Away: A Nigerian Folktale* by Mary Joan Gerson *Tales of Uncle Remus: The Adventures of Brer Rabbit* by Julius Lester and Jerry Pinkney *The Classic Tales of Brer Rabbit: From the Collected Stories of Joel Chandler Harris* by Chandler Harris and Uncle Remus and Don Daily Teacher selected texts Technology: Google Docs Clip art and online images Assessments: Formative: Writing Checklists Learning Progressions Student/ teacher conferences Writing Notebooks Student Performance Checklists for Writing Summative: Writing samples and student writing portfolios Student presentations Standards Based Writing Rubrics Reading and Writing Pathways Performance Assessments Alternative: Put out a WANTED poster

Interdisciplinary Connections

Math: 3GA1. 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.