

Unit Focus

Students will learn how and why readers are independent problem solvers who create goals and use literacy to learn and teach. Third grade readers are familiar with workshop routines like turn and talk, interactive read aloud, stopping and jotting and writing about reading. Students will interact with authors and with their peers to grow and change their thinking about read texts. Students will try out new genres, new friendships and partnerships and to take risks as readers and writers who problem solve, set goals and reflect critically on their own learning and thinking.

Reading Skills: Summarizing, Predicting

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>Common Core <i>English Language Arts: 3</i></p> <ul style="list-style-type: none"> • Reading Literature <ul style="list-style-type: none"> ○ Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <i>(CCSS.ELA-LITERACY.RL.3.1)</i> ○ By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2– 3 text complexity band independently and proficiently. <i>(CCSS.ELA-LITERACY.RL.3.10)</i> • Know and apply grade-level phonics and word analysis skills in decoding words. <i>(CCSS.ELA-LITERACY.RF.3.3)</i> <ul style="list-style-type: none"> ○ Decode multisyllable words. <i>(CCSS.ELA-LITERACY.RF.3.3.C)</i> ○ Read grade-appropriate irregularly spelled words. <i>(CCSS.ELA-LITERACY.RF.3.3.D)</i> • Read with sufficient accuracy and fluency to support comprehension. <i>(CCSS.ELA-LITERACY.RF.3.4)</i> <ul style="list-style-type: none"> ○ Read grade-level text with purpose and understanding. <i>(CCSS.ELA-LITERACY.RF.3.4.A)</i> ○ Read grade-level prose and poetry orally with 	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Comprehend and engage with a variety of texts in order to become independent critical thinkers (Reflection)</p> <p>T2 Engage in evidence-based discourse to consider multiple perspectives on a given topic. (Collective Intelligence)</p> <p>T3 Generate and capture ideas (e.g., from mentor authors, personal experiences) to explore in writing.</p> <p>T4 Reflect on progress and set goals for choosing and thinking about books as an individual and partner. (Reflection, Collective Intelligence)</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
<p><i>Students will understand that...</i></p> <p>U1 Readers monitor their comprehension and use strategies when meaning breaks down.</p> <p>U2 Critical readers reflect on and question the text, consider different perspectives and examine author's message.</p> <p>U3 Theme: Readers choose and read a wide variety of texts and genres with a variety of purposes to grow and change their thinking.</p> <p>U4 Theme: Readers choose books that interest them, are enjoyable, and are understandable.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 How do readers share their thinking? What is the impact?</p> <p>Q2 How do I choose books that matter and make me think?</p> <p>Q3 Theme: How do readers set goals to enhance their reading experiences, expertise, skills and stamina? (building a reading life)</p>	

Stage 1: Desired Results - Key Understandings

	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
<p>accuracy, appropriate rate, and expression on successive readings. (CCSS.ELA-LITERACY.RF.3.4.B)</p> <ul style="list-style-type: none"> ○ Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS.ELA-LITERACY.RF.3.4.C) ● 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. (CCSS.ELA-LITERACY.SL.3.1) <ul style="list-style-type: none"> ○ Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (CCSS.ELA-LITERACY.SL.3.1.A) ○ Follow agreed-upon rules 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). (CCSS.ELA-LITERACY.SL.3.1.B) ○ Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (CCSS.ELA-LITERACY.SL.3.1.C) ○ Explain their own ideas and understanding in light of the discussion. (CCSS.ELA-LITERACY.SL.3.1.D) ● Speaking & Listening <ul style="list-style-type: none"> ○ 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. (CCSS.ELA-LITERACY.SL.3.2) ○ Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (CCSS.ELA-LITERACY.SL.3.3) ○ Report on a topic or text, tell a story, or recount an experience with appropriate facts 	<p><i>Students will know...</i></p> <p>K1 Books have levels. Readers don't.</p> <p>K2 The agreed upon routines and procedures used in a community of readers and writers.</p> <p>K3 Vocabulary: summarize, predict, just right book, fiction, nonfiction, genre, reflection, reading goal, schema, text evidence, reading partner, consonant, phonograms, vowel, diagraph, cluster, multisyllable, compound word, contraction, onset and rime,</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Active listening.</p> <p>S2 Choosing a just-right book for a purpose.</p> <p>S3 Reading closely to think about a text in multiple ways.</p> <p>S4 Learning new words from context.</p> <p>S5 Stopping and jotting important information during and after reading.</p> <p>S6 Providing evidence to support ideas about read texts.</p> <p>S7 Participating respectfully and productively in peer conversations about reading.</p> <p>S8 Predicting events in stories based on noticed patterns of character behavior and schema.</p> <p>S9 Summarizing stories orally and in writing.</p> <p>S10 Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>S11 Decode multisyllable words.</p> <p>S12 Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p> <p>S13 Read grade-appropriate irregularly spelled words.</p>

Stage 1: Desired Results - Key Understandings

<p>and relevant, descriptive details, speaking clearly at an understandable pace. <i>(CCSS.ELA-LITERACY.SL.3.4)</i></p> <ul style="list-style-type: none"> ○ Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. <i>(CCSS.ELA-LITERACY.SL.3.6)</i> ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>(CCSS.ELA-LITERACY.L.3.1)</i> <ul style="list-style-type: none"> ○ Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. <i>(CCSS.ELA-LITERACY.L.3.1.A)</i> ● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>(CCSS.ELA-LITERACY.L.3.2)</i> <ul style="list-style-type: none"> ○ Capitalize appropriate words in titles. <i>(CCSS.ELA-LITERACY.L.3.2.A)</i> ○ Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. <i>(CCSS.ELA-LITERACY.L.3.2.F)</i> <p>Student Growth and Development 21st Century Capacities Matrix</p> <p><i>Collaboration/Communication</i></p> <ul style="list-style-type: none"> ● Collective Intelligence: Students will be able to work respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. <i>MM.3.1</i> <p><i>Self-Direction</i></p> <ul style="list-style-type: none"> ● Reflection: Students will be able to analyze their performance to evaluate progress toward learning goals in order to determine next step(s). <i>MM.4.1</i> 		
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