

## Third Grade Reading

<b>Curriculum/Content Area:</b> Reading	<b>Course Length:</b> One Year
<b>Course Title:</b> Third Grade Literacy	<b>Date last reviewed:</b> 2013
<b>Prerequisites:</b> N/A	<b>Board approval date:</b>
<p><b>Primary Resource:</b> Teachers College Readers and Writers Project</p> <p><i>***Note: Textual materials can provide important resources for teachers. However, it is not a teacher's job to cover a book page-by-page. A textbook should be viewed as a guide, not the curriculum. A teacher's job is to teach to established standards using the textbook and other resources in support of student learning.</i></p>	

## Desired Results

**Course description and purpose:** These units were written to support the crucial transition students make from learning to read to reading to learn. The opening unit launches your students' lives as upper elementary school readers. Students ramp up their reading skills by immersing themselves in within-reach fiction books while working on word solving, vocabulary development, envisionment, and prediction. Units will address essential skills for reading expository nonfiction, such as ascertaining main ideas, recognizing text infrastructure, comparing texts, and thinking critically, as well as the skills for reading narrative nonfiction, such as determining importance by using knowledge of story structure. Students will learn to observe characters, make predictions, and sharpen their skills in interpretation closely. Students will also work in clubs to gather, synthesize, and organize information and then use this information to seek solutions to real-world problems.

<b>Priority Standards - Anchor Standards</b>
<p><b><u>Wisconsin Standards for English Language Arts</u></b></p> <p><b>WI.ELA.R1:</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <i>K-12</i></p> <p><b>WI.ELA.R4:</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. <i>K-12</i></p> <p><b>WI.ELA.R10:</b> Read and comprehend complex literary and informational texts independently and proficiently. <i>K-5</i></p> <p><b>WI.ELA.W4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Includes W.1-3). <i>K-5</i></p> <p><b>WI.ELA.SL1:</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. <i>K-12</i></p> <p><b>WI.ELA.L1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>K-12</i></p> <p><b>WI.ELA.F1-Print Concepts:</b> Demonstrate understanding of the organization and basic features of print <i>K-1</i></p> <p><b>WI.ELA.F2-Phonological Awareness:</b> Demonstrate understanding of spoken words, syllables, and</p>

sounds (phonemes) *K-1*

**WI.ELA.F3-Phonics and Word Recognition:** Know and apply grade-level phonics and word analysis skills in decoding words. *K-5*

**WI.ELA.F4-Fluency:** Read with sufficient accuracy and fluency to support comprehension. *2-5*

### Priority Standards - 3rd Grade

#### **Wisconsin Standards for English Language Arts**

**WI.ELA.R1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**WI.ELA.R4:** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

**WI.ELA.R10:** 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.

**WI.ELA.W4:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**WI.ELA.SL1:** 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. 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.
- b. 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).
- 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.

**WI.ELA.L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- b. Form and use regular and irregular plural nouns.
- c. Use abstract nouns (e.g., childhood).
- d. Form and use regular and irregular verbs.
- e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- f. Ensure subject-verb and pronoun-antecedent agreement.\*
- g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- h. Use coordinating and subordinating conjunctions.
- i. Produce simple, compound, and complex sentences.

**WI.ELA.F3:** Know and apply grade-level phonics and word analysis skills in decoding 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.

**WI.ELA.F4:** Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on

- successive readings
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## Unit 1 - Building a Reading Life

### Enduring Understandings

1. Students will be able to support their literal and inferential thinking, writing and speaking with evidence from the text.
2. Students will be able to analyze texts in order to determine central ideas, key details, and themes.
3. Students will be able to interpret words and phrases and to consider how word choice shapes meaning and tone of text.
4. Students will be able to read complex literary and informational texts independently and proficiently.

### Essential Questions

1. How kinds of systems can I use to make sure that I can find great books, read a lot of them, and share them with others?
2. How can I better pay attention to the thinking that I'm doing while I'm reading to make sure that I'm using strategies to help me envision, predict and retell in ways that help me understand the story better?
3. What can I do so that I "stick with it" when things get hard in my books: reading tricky words, understanding what they mean, and figuring out the story?

### Standards:

**WI.ELA.R1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**WI.ELA.R4:** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

**WI.ELA.R10:** 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.

**WI.ELA.SL1:** 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.

**WI.ELA.F3:** Know and apply grade-level phonics and word analysis skills in decoding words.

**WI.ELA.F4:** Read with sufficient accuracy and fluency to support comprehension.

### Supporting Standards

**WI.ELA.L3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### Learning Targets

I can ask questions about the text that show that I understand the text. (R.3.1)

- *Bend 2: S7: Readers Check for Comprehension*
- *Bend 3: S17: Talking Back to the Text*
- *Bend 3: S18: Raising the Level of Questions to Unearth Deeper Meaning: Considering Author's Purpose*

I can answer questions using evidence from the text. (R.3.1)

- *Bend 2: S9: Prediction*
- *Bend 2: S10: Making Higher-Level Predictions*

I can figure out the meaning of an unknown word or phrase. (In increasingly more complex text) (R.3.4)

- *Bend 3: S15: Using Textual Clues to Figure Out the Meaning of Unfamiliar Words*
- *Bend 3: S16: Making Sense of Figurative Language*

I can identify when authors play with words and why the author might have chosen to do that. (R.3.4)

- *Bend 3: S15: Using Textual Clues to Figure Out the Meaning of Unfamiliar Words*
- *Bend 3: S16: Making Sense of Figurative Language*

I can read and understand a variety of kinds of texts written for third graders. (R.3.10)

- *Bend 1: S1: Building a Powerful Reading Life*
- *Bend 1: S2: Reading As If Books Are Gold*
- *Bend 1: S3: Finding Within-Reach Books, and Reading Tons of Them*
- *Bend 1: S4: Setting Goals and Tracking Progress*
- *Bend 1: S5: Setting Up Systems to Find and Share Books*
- *Bend 1: S6: Reading in the Company of Partners*
- *Bend 3: S19: Celebration*

I can ask questions to help my group stay on topic, clarify understanding, and connect ideas together. (SL.3.1)

- *Bend 1: S5: Setting Up Systems to Find and Share Books*
- *Bend 1: S6: Reading in the Company of Partners*

I can grow my own idea based on the conversation of the group. (SL.3.1)

- *Bend 1: S5: Setting Up Systems to Find and Share Books*
- *Bend 1: S6: Reading in the Company of Partner*
- *Bend 2: S12: Readers Decide How to Lift the Level of Their Reading and Recruit Partners to Support Them*

I can be a respectful participant in small and large group conversations. (SL.3.1)

- *Bend 1: S5: Setting Up Systems to Find and Share Books*
- *Bend 1: S6: Reading in the Company of Partners*

I can use many strategies to figure out tricky big words. (F.3.3c)

- *Bend 3: S13: Tackling Complex Texts Takes Grit*
- *Bend 3: S14: Figuring Out Hard Words*

I can read high frequency words. (F.3.3d)

- *Bend 1: S2: Reading As If Books Are Gold*

I can understand the books I read. (F.3.4a)

- *Bend 1: S3: Finding Within-Reach Books, and Reading Tons of Them*
- *Bend 2: S7: Readers Check for Comprehension*
- *Bend 2: S8: Follow Textual Cues as You Read: Shift Between Envisioning and Assembling Facts*
- *Bend 2: S11: Retelling Stories*

I can read out loud and say the words correctly. (F.3.4b)

- *Bend 1: S2: Reading As If Books Are Gold*
- *Bend 1: S3: Finding Within-Reach Books, and Reading Tons of Them*

I can read with the same speed I talk. (F.3.4b)

- *Bend 1: S2: Reading As If Books Are Gold*
- *Bend 1: S3: Finding Within-Reach Books, and Reading Tons of Them*

I can read with expression. (F.3.4b)

- *Bend 1: S2: Reading As If Books Are Gold*
- *Bend 1: S3: Finding Within-Reach Books, and Reading Tons of Them*

I can figure out when I have read something incorrectly and can go back and fix it. (F.3.4c)

- *Bend 1: S2: Reading As If Books Are Gold*

I can recognize when I don't understand something and I know how to fix that. (F.3.4c)

- *Bend 1: S3: Finding Within-Reach Books, and Reading Tons of Them*
- *Bend 2: S7: Readers Check for Comprehension*
- *Bend 3: S17: Talking Back to the Text*

I can use what I know about language and conventions. (L.3.3)

- *Bend 1: S1: Building a Powerful Reading Life*
- *Bend 1: S2: Reading As If Books Are Gold*
- *Bend 1: S3: Finding Within-Reach Books, and Reading Tons of Them*
- *Bend 1: S4: Setting Goals and Tracking Progress*
- *Bend 1: S5: Setting Up Systems to Find and Share Books*
- *Bend 1: S6: Reading in the Company of Partners*

### Assessment Evidence

#### Performance Assessment Options

May include, but are not limited to the following:

- 

#### Other assessment options

May include, but are not limited to the following:

- 

### Digital Tools & Supplementary Resources

#### Recommended Mentor Texts:

- *Stone Fox* by John Reynolds Gardiner

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

### Enduring Understandings

1. Students will analyze texts in order to determine central ideas, key details, and themes.
2. Students will understand that readers analyze texts to determine how and why individuals, events and ideas develop and interact.
3. Students will understand the structures of text including how sentences, paragraphs

### Essential Questions

1. How can I read expository nonfiction with eagerness, interest and fluency; determining the main ideas and recognizing the structure of the text?
2. How can I lift the level of my thinking and talk about expository texts, paying special attention to the author's perspective on the topic and how that might be the same as or different from mine?

- and larger portions of the text relate to each other and the whole.
4. Students will understand how point of view affects the content and style of a text.

3. How can I read narrative nonfiction, using what I know about story structure to examine a character or subject's traits and motivations and challenges?

### Standards:

**WI.ELA.R1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**WI.ELA.R4:** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

**WI.ELA.R10:** 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.

**WI.ELA.SL1:** 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.

**WI.ELA.F3:** Know and apply grade-level phonics and word analysis skills in decoding words.

**WI.ELA.F4:** Read with sufficient accuracy and fluency to support comprehension.

### Supporting Standards

**WI.ELA.RI2:** Determine the main idea of a text; recount the key details and explain how they support the main idea.

**WI.ELA.RI5:** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

**WI.ELA.W8:** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

### Learning Targets

I can answer questions using evidence from the text. (R.3.1)

- *Bend 1: S2: Looking for Structure within a Nonfiction Text*
- *Bend 1: S3: Grasping Main Ideas in Nonfiction Texts*
- *Bend 3: S12: Summarizing Narrative Nonfiction*
- *Bend 3: S14: Reading Biographies through Different Lenses*

I can figure out the meaning of an unknown word or phrase. (In increasingly more complex text) (R.3.4)

- *Bend 3: S13: Tackling Hard Words that Complicate Meaning*

I can identify when authors play with words and why the author might have chosen to do that. (R.3.4)

- *Bend 2: S9: Distinguishing Your Own Opinion from That of the Author*
- *Bend 3: S13: Tackling Hard Words that Complicate Meaning*

I can read and understand a variety of kinds of texts written for third graders. (R.3.10)

- *Bend 1: S1: Previewing Nonfiction*
- *Bend 2: S7: Reading for Significance*
- *Bend 3: S11: Using Text Structure to Hold On to Meaning in Narrative Nonfiction*
- *Bend 3: S16: Bringing Your Narrative Nonfiction Lenses to a Broader Range of Texts*
- *Bend 3: S17: Identifying When a Text is Hybrid Nonfiction Adjusting Accordingly*

I can come to discussions prepared by having my text read and having some ideas that I would like to talk about. (SL.3.1)

- *Bend 1: S4: Becoming Experts and Teaching Others from Nonfiction Texts*
- *Bend 2: S8: Reading Differently because of Conversations*
- *Bend 2: S10: Lifting the Level of my Students' Talk*

I can be a respectful participant in small and large group conversations. (SL.3.1)

- *Bend 1: S4: Becoming Experts and Teaching Others from Nonfiction Texts*
- *Bend 2: S8: Reading Differently because of Conversations*
- *Bend 2: S10: Lifting the Level of my Students' Talk*

I can ask questions to help my group stay on topic, clarify understanding, and connect ideas together. (SL.3.1)

- *Bend 1: S4: Becoming Experts and Teaching Others from Nonfiction Texts*
- *Bend 2: S8: Reading Differently because of Conversations*
- *Bend 2: S10: Lifting the Level of my Students' Talk*

I can grow my own idea based on the conversation of the group. (SL.3.1)

- *Bend 2: S8: Reading Differently because of Conversations*
- *Bend 3: S15: Seeking Underlying Ideas in True Stories*

I can use many strategies to figure out tricky big words. (F.3.3c)

- *Bend 3: S13: Tackling Hard Words that Complicate Meaning*

I can understand the books I read. (F.3.4a)

- *Bend 1: S1: Previewing Nonfiction.*
- *Bend 1: S2: Looking for Structure within a Nonfiction Text*
- *Bend 1: S3: Grasping Main Ideas in Nonfiction Texts*
- *Bend 1: S5: Tackling Complexity*
- *Bend 2: S7: Reading for Significance*
- *Bend 3: S11: Using Text Structure to Hold On to Meaning in Narrative Nonfiction*
- *Bend 3: S12: Summarizing Narrative Nonfiction*

I can recognize when I don't understand something and I know how to fix that. (F.3.4c)

- *Bend 1: S5: Tackling Complexity*
- *Bend 3: S13: Tackling Hard Words that Complicate Meaning*

I can I can identify the main idea and supporting details. (RI.3.2)

- *Bend 1: S1: Previewing Nonfiction.*
- *Bend 1: S2: Looking for Structure within a Nonfiction Text*
- *Bend 1: S3: Grasping Main Ideas in Nonfiction Texts*
- *Bend 1: S4: Becoming Experts and Teaching Others from Nonfiction Texts*
- *Bend 1: S5: Tackling Complexity*
- *Bend 1: S6: Getting Better Requires Clear Goals and Deliberate Work*
- *Bend 2: S8: Reading Differently because of Conversations*
- *Bend 3: S15: Seeking Underlying Ideas in True Stories*
- *Bend 3: S16: Bringing Your Narrative Nonfiction Lenses to a Broader Range of Texts*

I can use text features to find information. (RI.3.5)

- *Bend 1: S1: Previewing Nonfiction.*
- *Bend 1: S2: Looking for Structure within a Nonfiction Text*
- *Bend 1: S3: Grasping Main Ideas in Nonfiction Texts*
- *Bend 3: S12: Summarizing Narrative Nonfiction*
- *Bend 3: S15: Seeking Underlying Ideas in True Stories*
- *Bend 3: S17: Identifying When a Text is Hybrid Nonfiction and Adjusting Accordingly*

I can take notes about a topic and sort the information into categories. (W.3.8)

- *Bend 1: S2: Looking for Structure within a Nonfiction Text*
- *Bend 1: S3: Grasping Main Ideas in Nonfiction Texts*
- *Bend 2: S8: Reading Differently because of Conversations*
- *Bend 2: S10: Lifting the Level of my Students' Talk*
- *Bend 3: S14: Reading Biographies through Different Lenses*

### Assessment Evidence

#### Performance Assessment Options

May include, but are not limited to the following:

- 

#### Other assessment options

May include, but are not limited to the following:

- 

### Digital Tools & Supplementary Resources

#### Recommended Mentor Texts:

- *Gorillas (Living in the Wild: Primates)* by Lori McManus
- *Frogs and Toads* by Bobbie Kalman

### Unit 3 - Mystery: Foundational Skills in Disguise

#### Enduring Understandings

1. Students will understand that readers analyze texts in order to determine characters' traits, motivations, solutions to problems and life lessons learned.
2. Students will read closely to infer what the text is telling them..
3. Students will support their literal and inferential thinking, writing and speaking with evidence from the text.
4. Students will understand the structures of text including how sentences, paragraphs and larger portions of the text relate to each other and the whole.

#### Essential Questions

1. How do readers read closely for clues and infer what they mean?
2. How can I get to know the characters in my book in ways that help me notice patterns and develop theories?
3. How can I compare and grow ideas about characters across books?

#### Standards:

**WI.ELA.R1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**WI.ELA.R10:** 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.

**WI.ELA.SL1:** 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.

**WI.ELA.F4:** Read with sufficient accuracy and fluency to support comprehension.

### **Supporting Standards**

**WI.ELA.RL2:** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

**WI.ELA.RL3:** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**WI.ELA.RL5:** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

**WI.ELA.SL4:** 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.

### **Learning Targets**

I can ask questions about the text that show that I understand the text. (R.3.1)

- *Bend 1: S1: Whodunit?*
- *Bend 2: S9: Reading On, Influenced by Knowing How Mysteries Usually Go*
- *Bend 2: S13: What Kind of Mind-Work Does This Mystery Want the Reader to Do?*
- *Bend 3: S15: Readers Apply the Work of One Kind of Fiction to All Fiction*
- *Bend 3: S16: Fiction Readers Solve Mysteries that Relate to Character and Plot*
- *Bend 3: S17: Using Clues to Drive Predictions*

I can answer questions using evidence from the text. (R.3.1)

- *Bend 1: S2: Mystery Readers Try to Solve the Mystery before the Crime Solver Does*
- *Bend 1: S3: Mystery Readers Do a Special Kind of Predicting*
- *Bend 1: S5: Thoughtful Writing and Talking about Reading*
- *Bend 2: S9: Reading On, Influenced by Knowing How Mysteries Usually Go*
- *Bend 3: S15: Readers Apply the Work of One Kind of Fiction to All Fiction*
- *Bend 3: S16: Fiction Readers Solve Mysteries that Relate to Character and Plot*
- *Bend 3: S17: Using Clues to Drive Predictions*

I can read and understand a variety of kinds of texts written for third graders. (R.3.10)

- *Bend 1: S1: Whodunit?*
- *Bend 1: S2: Mystery Readers Try to Solve the Mystery before the Crime Solver Does*
- *Bend 1: S3: Mystery Readers Do a Special Kind of Predicting*
- *Bend 1: S4: When the Going Gets Tough, Readers Need Strategies*
- *Bend 2: S8: How Mystery Books Go?*
- *Bend 2: S11: The Red Herring*
- *Bend 2: S12: Finding Hidden Clues*
- *Bend 3: S15: Readers Apply the Work of One Kind of Fiction to All Fiction*
- *Bend 3: S17: Using Clues to Drive Predictions*

I can come to discussions prepared by having my text read and having some ideas that I would like to talk

about. (SL.3.1)

- *Bend 1: S5: Thoughtful Writing and Talking about Reading*
- *Bend 2: S10: Raising the Level of Partner Talk*
- *Bend 3: S18: Celebration*

I can be a respectful participant in small and large group conversations. (SL.3.1)

- *Bend 1: S5: Thoughtful Writing and Talking about Reading*
- *Bend 1: S6: Mystery Readers, Like Crime Solvers, Often Collaborate with Partners to Solve Mysteries*
- *Bend 2: S10: Raising the Level of Partner Talk*

I can ask questions to help my group stay on topic, clarify understanding, and connect ideas together. (SL.3.1)

- *Bend 2: S10: Raising the Level of Partner Talk*

I can grow my own idea based on the conversation of the group. (SL.3.1)

- *Bend 1: S6: Mystery Readers, Like Crime Solvers, Often Collaborate with Partners to Solve Mysteries*
- *Bend 2: S10: Raising the Level of Partner Talk*
- *Bend 2: S14: Self-Assessment, Goals, and Practice!*

I can understand the books I read. (F.3.4a)

- *Bend 1: S7: Holding Onto the Mystery, Even When the Book is Long and Tricky*
- *Bend 2: S13: What Kind of Mind-Work Does This Mystery Want the Reader to Do?*

I can recognize when I don't understand something and I know how to fix that. (F.3.4c)

- *Bend 1: S4: When the Going Gets Tough, Readers Need Strategies*
- *Bend 1: S7: Holding Onto the Mystery, Even When the Book is Long and Tricky*

I can retell stories in my own words and explain the lesson. (RL.3.2)

- *Bend 1: S1: Whodunit?*
- *Bend 1: S2: Mystery Readers Try to Solve the Mystery before the Crime Solver Does*
- *Bend 1: S5: Thoughtful Writing and Talking about Reading*
- *Bend 1: S7: Holding Onto the Mystery, Even When the Book is Long and Tricky*
- *Bend 3: S15: Readers Apply the Work of One Kind of Fiction to All Fiction*
- *Bend 3: S17: Using Clues to Drive Predictions*

I can describe character traits, feelings, and actions in a story. (RL.3.3)

- *Bend 1: S1: Whodunit?*
- *Bend 1: S2: Mystery Readers Try to Solve the Mystery before the Crime Solver Does*
- *Bend 1: S3: Mystery Readers Do a Special Kind of Predicting*
- *Bend 1: S5: Thoughtful Writing and Talking about Reading*
- *Bend 1: S7: Holding Onto the Mystery, Even When the Book is Long and Tricky*
- *Bend 2: S11: The Red Herring*
- *Bend 3: S16: Fiction Readers Solve Mysteries that Relate to Character and Plot*
- *Bend 3: S17: Using Clues to Drive Predictions*

I can refer to part of a text to prove my thinking when writing or speaking about a story. (RL.3.5)

- *Bend 1: S3: Mystery Readers Do a Special Kind of Predicting*
- *Bend 1: S7: Holding Onto the Mystery, Even When the Book is Long and Tricky*
- *Bend 2: S10: Raising the Level of Partner Talk*
- *Bend 2: S11: The Red Herring*

- *Bend 2: S12: Finding Hidden Clues*
- *Bend 3: S17: Using Clues to Drive Predictions*

I can share information about a topic, text, story, or experience with facts and relevant details in a clear, understandable way. (SL.3.4)

- *Bend 1: S6: Mystery Readers, Like Crime Solvers, Often Collaborate with Partners to Solve Mysteries*
- *Bend 1: S7: Holding Onto the Mystery, Even When the Book is Long and Tricky*
- *Bend 2: S10: Raising the Level of Partner Talk*
- *Bend 2: S11: The Red Herring*
- *Bend 2: S12: Finding Hidden Clues*
- *Bend 3: S18: Celebration*

### Assessment Evidence

#### Performance Assessment Options

May include, but are not limited to the following:

- 

#### Other assessment options

May include, but are not limited to the following:

- 

### Digital Tools & Supplementary Resources

#### Recommended Mentor Texts:

- *The Whodunit Detective Agency series: The Diamond Mystery* by Martin Widmark (Penguin Random House)
- *The Absent Author* by Ron Roy (Random House)

### Unit 4 - Character Studies

#### Enduring Understandings

1. Students will understand that readers support their literal and inferential thinking, writing and speaking with evidence from the text.
2. Students will understand that readers analyze texts in order to determine central ideas, key details, and themes.
3. Students will understand that readers analyze texts to determine how and why individuals, events and ideas develop and interact.
4. Students will understand the structures of text including how sentences, paragraphs and larger portions of the text relate to each other and the whole.
5. Students will understand that two or more texts can be analyzed and compared to build knowledge on similar themes or topics.

#### Essential Questions

1. How can I get to know the characters in my book in ways that help me notice patterns and develop theories?
2. How is my character impacted by all the other important parts of my book (other characters, the problem, the lessons learned) and how do all these parts fit together to make the whole story?
3. How can I compare and grow ideas about characters across books?

## Standards:

**WI.ELA.R1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**WI.ELA.R4:** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

**WI.ELA.R10:** 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.

**WI.ELA.SL1:** 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.

**WI.ELA.F4:** Read with sufficient accuracy and fluency to support comprehension.

### Supporting Standards

**WI.ELA.RL2:** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

**WI.ELA.RL3:** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**WI.ELA.RL6:** Distinguish their own point of view from that of the narrator or those of the characters.

**WI.ELA.SL4:** 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.

## Learning Targets

I can ask questions about the text that show that I understand the text. (R.3.1)

- *Bend 2: S13: Readers Learn Lessons Alongside My Characters.*
- *Bend 2: S14: Readers Analyze Author's Craft*
- *Bend 3: S15: Readers Compare Characters by Noticing Similarities and Differences.*
- *Bend 3: S16: Readers Compare the Problems Characters Face-and Their Reactions.*
- *Bend 3: S17: Readers Ask, "What Makes You Say That?" and Engage in Text-Based Mini Arguments About Characters*
- *Bend 3: S18: Readers Compare and Contrast the Lessons Characters Learn.*

I can answer questions using evidence from the text. (R.3.1)

- *Bend 1: S2: Readers Make Observations*
- *Bend 1: S3: Readers Notice Patterns, See More - Growing Theories About My Character*
- *Bend 1: S7: Readers Notice that Stories are Shaped Like a Mountain*
- *Bend 2: S8: Readers Expect Characters to Face-and React to-Trouble*
- *Bend 2: S9: Readers Notice the Roles that Secondary Characters Play in the Main Character's Journey*
- *Bend 2: S10: Readers Notice the Roles Illustrations Play in a Story*
- *Bend 2: S11: Readers Pay Close Attention to the Climax of a Story, Noticing How the Main Character is Tested.*
- *Bend 2: S12: Readers Notice How a Character Resolves Big Trouble*
- *Bend 2: S13: Readers Learn Lessons Alongside My Characters*
- *Bend 2: S14: Readers Analyze Author's Craft*
- *Bend 3: S15: Readers Compare Characters by Noticing Similarities and Differences.*
- *Bend 3: S16: Readers Compare the Problems Characters Face-and Their Reactions.*
- *Bend 3: S17: Readers Ask, "What Makes You Say That?" and Engage in Text-Based Mini Arguments About Characters*

- *Bend 3: S18: Readers Compare and Contrast the Lessons Characters Learn.*

I can identify when authors play with words and why the author might have chosen to do that. (R.3.4)

- *Bend 1: S1 Readers Notice How a New Character Talks and Acts*
- *Bend 2: S10: Readers Notice the Roles Illustrations Play in a Story*
- *Bend 2: S11: Readers Pay Close Attention to the Climax of a Story, Noticing How the Main Character is Tested.*
- *Bend 2: S14: Readers Analyze Author's Craft*

I can read and understand a variety of kinds of texts written for third graders. (R.3.10)

- *Bend 1: S7: Readers Notice that Stories are Shaped Like a Mountain*
- *Bend 2: S8: Readers Expect Characters to Face-and React to-Trouble*
- *Bend 2: S9: Readers Notice the Roles that Secondary Characters Play in the Main Character's Journey*
- *Bend 2: S10: Readers Notice the Roles Illustrations Play in a Story*
- *Bend 2: S11: Readers Pay Close Attention to the Climax of a Story, Noticing How the Main Character is Tested*
- *Bend 2: S12: Readers Notice How a Character Resolves Big Trouble*

I can come to discussions prepared by having my text read and having some ideas that I would like to talk about. (SL.3.1)

- *Bend 3: S17: Readers Ask, "What Makes You Say That?" and Engage in Text-Based Mini Arguments About Characters*

I can be a respectful participant in small and large group conversations. (SL.3.1)

- *Bend 3: S17: Readers Ask, "What Makes You Say That?" and Engage in Text-Based Mini Arguments About Characters*

I can ask questions to help my group stay on topic, clarify understanding, and connect ideas together. (SL.3.1)

- *Bend 2: S14: Readers Analyze Author's Craft*
- *Bend 3: S15: Readers Compare Characters by Noticing Similarities and Differences.*
- *Bend 3: S16: Readers Compare the Problems Characters Face-and Their Reactions.*
- *Bend 3: S17: Readers Ask, "What Makes You Say That?" and Engage in Text-Based Mini Arguments About Characters*
- *Bend 3: S18: Readers Compare and Contrast the Lessons Characters Learn*

I can grow my own idea based on the conversation of the group. (SL.3.1)

- *Bend 1: S2: Readers Make Observations*
- *Bend 1: S3: Readers Notice Patterns, See More - Growing Theories About My Character*
- *Bend 1: S4: Readers Grow Bigger Theories About a Character by Asking "Why?"*

I can understand the books I read. (F.3.4a)

- *Bend 1: S1: Readers Notice How a New Character Talks and Acts*
- *Bend 1: S3: Readers Notice Patterns, See More - Growing Theories About My Character*

I can retell stories in my own words and explain the lesson. (RL.3.2)

- *Bend 1: S7: Readers Notice that Stories are Shaped Like a Mountain*
- *Bend 2: S11: Readers Pay Close Attention to the Climax of a Story, Noticing How the Main Character is Tested*
- *Bend 2: S12: Readers Notice How a Character Resolves Big Trouble*

- *Bend 2: S13: Readers Learn Lessons Alongside My Characters*
- *Bend 3: S18: Readers Compare and Contrast the Lessons Characters Learn*

I can describe character traits, feelings, and actions in a story. (RL.3.3)

- *All Sessions in Unit*

I can determine the point of view of the narrator or character of a story and compare it to my own point of view. (RL.3.6)

- *Bend 1: S1 Readers Notice How a New Character Talks and Acts*
- *Bend 1: S2: Readers Make Observations*
- *Bend 1: S4: Readers Grow Bigger Theories About a Character by Asking “Why?”*
- *Bend 2: S9: Readers Notice the Roles that Secondary Characters Play in the Main Character’s Journey*
- *Bend 2: S13: Readers Learn Lessons Alongside My Characters*
- *Bend 2: S14: Readers Analyze Author’s Craft*

I can share information about a topic, text, story, or experience with facts and relevant details in a clear, understandable way. (SL.3.4)

- *Bend 2: S11: Readers Pay Close Attention to the Climax of a Story, Noticing How the Main Character is Tested*
- *Bend 2: S12: Readers Notice How a Character Resolves Big Trouble*
- *Bend 2: S13: Readers Learn Lessons Alongside My Characters*
- *Bend 3: S17: Readers Ask, “What Makes You Say That?” and Engage in Text-Based Mini Arguments About Characters*
- *Bend 3: S19: Celebration*

### Assessment Evidence

#### Performance Assessment Options

May include, but are not limited to the following:

- 

#### Other assessment options

May include, but are not limited to the following:

- 

### Digital Tools & Supplementary Resources

#### Recommended Mentor Texts:

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

### Unit 5 - Research Clubs

#### Enduring Understandings

1. Students will understand that readers analyze texts in order to determine central ideas, key details, and themes.
2. Students will understand the structures of text including how sentences, paragraphs and larger portions of the text relate to

#### Essential Questions

1. How can I research topics in such a way that I can grow ideas, compare and contrast, and use my new knowledge to help solve a real-world problem?
2. How can I grow ideas about a topic and its subtopics by reading across several texts?

- each other and the whole.
- Students will understand that two or more texts can be analyzed and compared to build knowledge on similar themes or topics.

- How can I use all that I know about research to study a new topic, paying close attention to how texts are structured to help me understand the topic even more deeply?
- How can I think about the topics that I have researched by comparing and contrasting them, noticing patterns in order to arrive at bigger ideas about the world?

## Standards

**WI.ELA.R1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**WI.ELA.R4:** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

**WI.ELA.R10:** 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.

**WI.ELA.SL1:** 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.

**WI.ELA.F3:** Know and apply grade-level phonics and word analysis skills in decoding words.

**WI.ELA.F4:** Read with sufficient accuracy and fluency to support comprehension.

## Supporting Standards

**WI.ELA.W7:** Conduct short research projects that build knowledge about a topic.

**WI.ELA.W8:** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**WI.ELA.L6:** Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

## Learning Targets

I can ask questions about the text that show that I understand the text. (R.3.1)

- Bend 1: S6: Researchers Ask Questions*
- Bend 2: S10: Compare and Contrast*
- Bend 2: S12: Reading Closely, Thinking Deeply*
- Bend 3: S13: Experts Widen Their Field of Focus and See Patterns*
- Bend 3: S14: Asking Questions, Growing Big Ideas*

I can answer questions using evidence from the text. (R.3.1)

- Bend 3: S15: Pursuing Questions*
- Bend 3: S16: Developing Evidence-Based Theories*
- Bend 3: S17: Adding to Theories by Researching Big-Picture Concepts*
- Bend 3: S18: Learning to Apply the Knowledge Readers Develop Through Their Research*

I can figure out the meaning of an unknown word or phrase. (In increasingly more complex text) (R.3.4)

- Bend 1: S4: Zeal Matters*

- *Bend 1: S3: Using the Lingo of the Experts*
- *Bend 2: S9: Readers Notice Text Structures and Use Them to Organize Their Learning*
- *Bend 2: S12: Reading Closely, Thinking Deeply*

I can read and understand a variety of kinds of texts written for third graders. (R.3.10)

- *Bend 1: S1: Revving Up for a Research Project*
- *Bend 1: S2: Cross-Text Synthesis*
- *Bend 2: S7: Planning a Second Study*
- *Bend 2: S9: Readers Notice Text Structures and Use Them to Organize Their Learning*
- *Bend 2: S10: Compare and Contrast*
- *Bend 2: S11: Cause and Effect*
- *Bend 3: S13: Experts Widen Their Field of Focus and See Patterns*

I can come to discussions prepared by having my text read and having some ideas that I would like to talk about. (SL.3.1)

- *Bend 3: S19: Finding Solutions to Real-World Problems*

I can ask questions to help my group stay on topic, clarify understanding, and connect ideas together. (SL.3.1)

- *Bend 2: S12: Reading Closely, Thinking Deeply*
- *Bend 3: S14: Asking Questions, Growing Big Ideas*

I can grow my own idea based on the conversation of the group. (SL.3.1)

- *Bend 1: S4: Zeal Matters*
- *Bend 1: S5: Growing Ideas about Nonfiction*

I can understand the books I read. (F.3.4a)

- *Bend 1: S1: Revving Up for a Research Project*
- *Bend 1: S2: Cross-Text Synthesis*
- *Bend 2: S7: Planning a Second Study*

I can read with the same speed I talk. (F.3.4b)

- *Bend 2: S8: Reading with Volume and Fluency*

I can read with expression. (F.3.4b)

- *Bend 2: S8: Reading with Volume and Fluency*

I can learn new things about a topic by doing research. (W.3.7)

- *Bend 1: S1: Revving Up for a Research Project*
- *Bend 1: S2: Cross-Text Synthesis*
- *Bend 1: S3: Using the Lingo of the Experts*
- *Bend 2: S8: Reading with Volume and Fluency*
- *Bend 3: S16: Developing Evidence-Based Theories*
- *Bend 3: S17: Adding to Theories by Researching Big-Picture Concepts*
- *Bend 3: S18: Learning to Apply the Knowledge Readers Develop Through Their Research*

I can gather information from print, take notes about a topic, and sort my notes into categories. (W.3.8)

- *Bend 1: S1: Revving Up for a Research Project*
- *Bend 1: S2: Cross-Text Synthesis*
- *Bend 1: S3: Using the Lingo of the Experts*

- *Bend 2: S8: Reading with Volume and Fluency*
- *Bend 3: S14: Asking Questions, Growing Big Ideas*
- *Bend 3: S16: Developing Evidence-Based Theories*
- *Bend 3: S17: Adding to Theories by Researching Big-Picture Concepts*
- *Bend 3: S18: Learning to Apply the Knowledge Readers Develop Through Their Research*

I can use new grade level appropriate words and phrases. (L.3.6)

- *Bend 1: S3: Using the Lingo of the Experts*
- *Bend 2: S12: Reading Closely, Thinking Deeply*
- *Bend 3: S14: Asking Questions, Growing Big Ideas*
- *Bend 3: S18: Learning to Apply the Knowledge Readers Develop Through Their Research*

**Assessment Evidence**

**Performance Assessment Options**

*May include, but are not limited to the following:*

- 

**Other assessment options**

*May include, but are not limited to the following:*

- 

**Digital Tools & Supplementary Resources**

**Unit 6 - Once Upon a Time: Reading Fairy Tales for Story and Craft**

**Enduring Understandings**

- A. Students will support their literal and inferential thinking, writing and speaking with evidence from the text.
- B. Students will analyze texts in order to determine central ideas, key details, and themes.
- C. Students will analyze texts to determine how and why individuals, events and ideas develop and interact.
- D. Students will know how to interpret words and phrases and to consider how word choice shapes meaning and tone of text.

**Essential Questions**

1. How do readers recognize patterns in fairy and folk tales? How do readers recognize the lessons that fairy and folk tales convey?
2. How do readers look at fairy or folk tales with a critical eye?

**Standards**

**WI.ELA.R1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**WI.ELA.R4:** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

**WI.ELA.R10:** 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.

**WI.ELA.SL1:** 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.

**WI.ELA.F4:** Read with sufficient accuracy and fluency to support comprehension.

**Learning Targets**

I can ask questions about the text that show that I understand the text. (R.3.1)

- *Bend 1: S1: Readers Notice That Folktales and Fairy Tales are Special Stories*
- *Bend 2: S8: Reading to Question Similarities*

I can answer questions using evidence from the text. (R.3.1)

- *Bend 1: S1: Readers Notice That Folktales and Fairy Tales are Special Stories*
- *Bend 1: S2: Readers Look for Patterns in Fairy Tales and Folktales.*
- *Bend 2: S9: Readers Use Critical Thinking Skills*

I can identify when authors play with words and why the author might have chosen to do that. (R.3.4)

- *Bend 2: S9: Readers Use Critical Thinking Skills*

I can read and understand a variety of kinds of texts written for third graders. (R.3.10)

- *Bend 1: S1: Readers Notice That Folktales and Fairy Tales are Special Stories*
- *Bend 1: S4: Readers Notice Characters*
- *Bend 1: S5: Readers Notice the Setting*

I can grow my own idea based on the conversation of the group. (SL.3.1)

- *Bend 2: S9: Readers Use Critical Thinking Skills.*

I can understand the books I read. (F.3.4a)

- *Bend 1: S2: Readers Look for Patterns in Fairy Tales and Folktales*
- *Bend 1: S3: Readers Distinguish Elements in Fairy Tales and Folktales.*
- *Bend 1: S4: Readers Notice Characters.*
- *Bend 1: S5: Readers Notice the Setting*

**Assessment Evidence**

**Performance Assessment Options**

*May include, but are not limited to the following:*

- 

**Other assessment options**

*May include, but are not limited to the following:*

- 

**Digital Tools & Supplementary Resources**

**Recommended Texts**

Fairy Tales by Various Authors:

- *Cinderella*
- *The Three Billy Goats Gruff*
- *Little Red Riding Hood*