READINGTON PUBLIC SCHOOL DISTRICT

Third Grade English Language Arts Curriculum 2025

Authored by:
Leslie Weintraub

Reviewed by:
Dr. Stacey Brown, Supervisor of Humanities
Dr. Jonathan Hart, Superintendent of Schools

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Members of the Board of Education:
David Rizza, President
Ellen DePinto, Vice-President
Elizabeth Fiore
Paulo Lopes
Michele Mencer
Pamela Cassidy
Linda Rad
Justina Ryan
Richard Pieros

Readington Township Public Schools
52 Readington Road, Whitehouse Station, NJ 08889
www.readington.kl2.nj.us

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.** **5 weeks**	Building a Reading Life (Partnerships or Book Swap Partnerships) • Finding within reach books and building stamina • Determining the central messenger theme	**Unit 1** **Sept./Oct./ Nov.** **7 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.** **5 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./ Jan.** **5 weeks**	The Art of Informational Writing • Organizing information • Studying mentor texts in a search for elaboration strategies • Using text features
Unit 3 **Dec./Jan.** **6 weeks**	Character Studies (Book Clubs) • Using theories about characters to predict	**Unit 3** **Jan./Feb.** **4 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 5 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 Feb./March 5 weeks**	The Literary Essay • Close reading to generate ideas about literature • Supporting and craft an argument • Drafting and revising essays with independence.
Unit 5 March/ April/May 6 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 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	**Unit 6 May/June 4 weeks**	Adapting and Writing Fairy Tales • Storytelling, planning, and drafting • Revising early and often • Writing original fairy tales

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

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 1. Building a powerful reading life 1a. Mid-workshop Teaching: Setting goals to support volume and stamina 2. Reading as if books are gold 3. Finding within-reach books and building stamina 3a. Mid-workshop Teaching: Another way a book can be just right 4. Setting goals and tracking progress 4a. Mid-workshop Teaching: Varying the pace of reading in response to the text	Units of Study for Reading *Building a Reading Life*, Unit 1 published by Heinemann **Supporting Materials & Teacher Resources:** Leveled Bookroom Classroom Libraries Indian Shoes Pacing Guide Replacement Sessions for Indian Shoes Fluency Instruction Toolkit *The Continuum of Literacy Learning Grades 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. Omit
9. Prediction
9a. Grounding predictions in the character's story, not in the reader's life
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. Reading Strategies 2.0: Strategy 7.1 Think about the moral of the story or Reading Strategies: Strategy 7.1 Notice a pattern and give advice

Bend 3: Tackling More Challenging Texts

13. Omit
14. Omit
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. Shifting the Balance, p. 102-104 Teaching types of context clues: Definition, synonym and shades of meaning, antonym, example, general
15b. iReady Tools for Instruction: Figurative Language: Metaphor and Simile
16. Making sense of figurative language
16a. Conferring and small-group lesson: Supporting kids with word solving
17. Talking back to the text
18. Raising the level of questions to unearth deeper meaning: Considering author's purpose
    - Mid-workshop Teaching: Readers generate more than one answer to possible questions
19. iReady Tools for Instruction: Determine 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 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
iReady Tools for Instruction
VALE Units
Cursive Handwriting Lesson Framework

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

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	**Student texts:** 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. Omit
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

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
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

14a. Mid-workshop teaching: Taking cues from the texts about which lens to read through 15. Seeking underlying ideas in true stories 15a. Mid-workshop teaching: Readers study characters' central choices to learn lessons form the text 16a. Mid-workshop teaching: Readers practice synthesizing a narrative nonfiction text 16. Bringing your narrative nonfiction lenses to a broader range of texts 17. Identifying when a text is hybrid nonfiction and adjusting accordingly 18. Omit **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	*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 iReady Tools for Instruction 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 Cursive Handwriting Lesson Framework **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 1. Readers notice how a new character talks and acts 2. From observations to ideas: Readers think, "What is	Units of Study for Reading Units of Study for Reading *Character Studies: Series Book Clubs* by Heinemann

my character like?"

2a. Mid-workshop teaching: Adding on to your thinking

3. Noticing patterns, seeing more: Growing theories about a character
4. Growing bigger theories about a character: Asking 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. Omit
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:

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
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
iReady Tools for Instruction
VALE Units
Cursive Handwriting Lesson Framework

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

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	*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 *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:

Bend 1: Understanding the Mystery

1. Whodunit? Drawing on all we know about solving mysteries to read mysteries

1a. iReady Tools for Instruction: Make Inferences

2. Mystery readers try to solve the mystery before the crime solver does

2a. Mid-workshop teaching: Keeping track of more than one possible suspect

3. Mystery readers do a special kind of predicting

4. When the going gets tough, readers need strategies

4a. Mid-workshop teaching: Reread with clear purpose

5. Thoughtful writing and talking about reading

6. Mystery readers, like crime solvers, often collaborate with partners to solve mysteries

6a. Mid-workshop teaching: Partners can practice reading fluently together

7. Holding onto the mystery, even when the book is long and tricky

7a. Mid-workshop teaching: Quick goal setting to support volume and stamina

Bend 2: Raising the Level of Mystery Reading

8. How mystery books go: Patterns and common characteristics

9. Reading on, Influenced by knowing how mysteries usually go

10. Raising the level of partner talk

11. The red herring: Throwing readers and detectives off the right track

12. Finding hidden clues

13. What kind of mind-work does this mystery want the reader to do?

13a. Mid-workshop teaching: Adding to invented strategies: Spotlight on figurative language with a focus on idioms

14. Self-assessment, goals, and practice

Bend 3: Reading Mysteries Can Help You Read Any Kind of Fiction

15. Readers apply the work of one kind of fiction to

Core Materials:

Units of Study for Reading

Units of Study for Reading, Mystery Unit Grade 3 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

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

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	*classroom* by Burkins & Yates *Teaching for Deeper Learning: Tools to engage students in meaning making* by McTighe & Silver iReady Tools for Instruction VALE Units Cursive Handwriting Lesson Framework **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:

Bend 1: Researching a Topic

1. Revving up for a research project: Readers orient themselves to a text set
1a. Mid-workshop teaching: When it's hard to find sections addressing a subtopic
2. Cross-text synthesis
2a. Mid-workshop teaching: Synthesizing in your mind
3. Using the lingo of experts
4. Zeal matters: Pursuing collaborative inquiries with commitment
4a. Mid-workshop teaching: Recognizing text signals to build mental models
5. Growing ideas about nonfiction
6. Researchers ask questions

Bend 2: A Second Cycle of Research

7. Planning a second study
7a. Mid-workshop teaching: Holding club members accountable for plans
8. Reading with volume and fluency
9. Readers notice text structures and use them to organize their learning
9a. Mid-workshop teaching: Recognizing transition words as clues to organizational structure
10. Compare and contrast
10a. Mid-workshop teaching: Generating compare and contrast thinking
11. Cause and effect
11a. Mid-workshop teaching: Distinguishing between

Core Materials:

Units of Study for Reading
Research Clubs Reading Units of Study, Unit 4 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
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

two structures: cause/effect and problem/solution
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

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
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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
iReady Tools for Instruction
VALE Units
Cursive Handwriting Lesson Framework

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:

Bend 1: Learning about a Country using a Variety of Texts and Lenses

1. Researchers transfer schema from previous work to new work
2. Readers read easier texts before more difficult ones to get an overview and understand vocabulary
3. Researchers use note taking strategies using text structures
4. Researchers narrow their lens
5. Researchers reflect on their notes to grow ideas about their learning
6. Researchers synthesize their learning by teaching others
7. Researchers use terms repeated by an author

Bend 2: Researching a different Country

8. Researchers think about tools and resources from past projects and apply them to new projects
9. Researchers make choices about how the research will be organized, and plan notes accordingly

Core Materials:

Units of Study for Reading
If...Then...Curriculum Reading Units of Study, p. 1 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
Strategies That Work by Anne Goudvis and

10. Researchers share information and learn from each other **Bend 3: Learning and Thinking Across Countries: Exploring Similarities and Differences to Grow Ideas** 11. Researchers compare and contrast noting significances 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	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 iReady Tools for Instruction 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). 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. 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: Narrative pre-assessment Writing piece 1: **Bend 1: Writing Personal Narratives with Independence** 1. Starting with writing workshop: Visualizing possibilities 2. Finding ideas and writing up a storm 2a. Mid-workshop teaching: Building Stamina for writing 3. Drawing on a repertoire of strategies: Writing with independence 3a. Mid-workshop teaching: When you're done, you've just begun 4. Writers use a storyteller's voice. They tell us stories, not summaries 5. Taking stock: Pausing to ask, "How am I doing?" 5a. Mid-workshop teaching: Writers help themselves solve problems 6. Editing as we go: Making sure others can read our writing, reviewing basic syllable types: closed, VCe, open, vowel team, vowel –r, and	**Core Materials:** Units of Study for Writing *Units of Study for Narrative, Opinion, and Information Writing* Unit 1: Crafting True Stories (Narrative) 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

Consonant-le 6a. Making spelling personal and purposeful, editing for ough, augh; -old, -ind, -ost, -ild families, p. 60, Conferring and small group work section 6b. Mid-workshop teaching: Writers also write with periods and capitals 6c. Editing as we go: Using exclamation points and question marks **Bend 2: Becoming a Storyteller on the Page** 7. Rehearsing: Storytelling and leads 8. Writing discovery drafts 9. Revising by studying what other authors have done 10. Storytellers develop the heart of the story 11. Paragraphing to support sequencing, dialogue, and elaboration 11a. CG: Using simple and compound sentences 11b. Mid-workshop teaching: Point out to children that many of their paragraphs are tiny, a signal that their texts are underdeveloped 11c. CG: Editing as we go: Using commas in addresses and lists Writing Piece 2: **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 19a. CG: Understanding pronoun 19b. Focus on tenses and pronouns, p. 166, Conferring and small group work section 19c: CG: Editing for spelling, Change y to i in words with suffixes 20: Publishing	**Mentor Texts (Instructional Read Aloud):** *How I Spent My Summer Vacation* by Mark Teague *The Memory Box* by Mary Bahy *Thank You, Mr. Falker* by Patricia Polacco *Aunt Flossie's Hats (and Crab Cakes Later)* by Elizabeth Fitzgerald Howard *Fireflies* by Julie Brinkloe *Thundercake* by Patricia Polacco *Come On Rain* by Karen Hesse *Voices in the Park* by Anthony Browne *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:

Writing Piece 1:

Bend 1: Organizing Information

1. Teaching others as a way to prime the pump
2. The power of organizing and reorganizing
3. New structures lead to new thinking
4. Laying the bricks of information writing
5. Organization matters in texts large and small

Bend 2: Reaching to Write Well

6. Studying mentor texts in a search for elaboration strategies

6a. Mid-workshop teaching: Using transition words

7. Making connections within and across chapters

7a. Mid-workshop teaching: Using research resources

Core Materials:

Units of Study for Writing
Unit 2: *The Art of Information Writing* 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

to help fine-tune spelling including a dictionary or thesaurus 8. Balancing facts and ideas from the start 9. Researching facts and ideas from the start 10. Reusing and recycling in the revision process 11. Creating introductions through researching mentor authors **Bend 3: Moving Toward Publication, Moving Toward Readers** 12. Taking stock and setting goals 13. Putting oneself in the reader's' shoes to clear up confusion 13a. Mid-workshop teaching: Teaching coordinating conjunctions and subordinating conjunctions 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 Writing Piece 2: **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	Teaching Writing in Small Groups by Jennifer Serravallo *Micro Mentor Texts* by Penny Kittle Grammar Inquiry Lesson Framework **Mentor Texts:** *Dangerous Animals* 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 *Friends; Making Them and Keeping Them* by Patti Kelley Criswell *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* 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:

Writing Piece 1:

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. Omit

Writing Piece 2:

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

Core Materials:

Units of Study for Writing
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

words 21. Yesterday's revisions becoming today's drafting strategies 22. Getting our own writing ready for readers 23. Celebrating activism	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:

Writing Piece 1:

Bend 1: Generating Ideas About Literature

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.
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.

Core Materials:
Units of Study for Writing *If...Then...Curriculum* 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

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
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..."
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 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

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:
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

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 Writing Piece 2: **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.) 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	support

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:

Writing Piece 1:

Bend 1: Writing to Develop Expertise and Grow Ideas

1. Teach students to use their notebooks to gather information about their topics- observational writing
2. Teach students to use their notebooks to gather information about their topics- sketching
3. Teach students to use their notebooks to gather information about their topics- boxes and bullets format
4. Teach students to use their notebooks to gather information about their topics- questioning

Core Materials:

Units of Study for Writing
Information Writing: Reading, Research, and Writing in the Content Areas, If...Then...Curriculum, page 16

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

5. Using notes to create summaries of important information 6. Nudge students to think more deeply about their topics, going back and writing about what they think about the information gathered **Bend 2: Planning a Table of Contents and Writing Chapters (and return to research)** 7. Assess students' knowledge of using tables of contents to structure writing and then teach this, focus on topic 1 8. Assess students' knowledge of using tables of contents to structure writing and then teach this in small groups, focus on topic 2 9. Assess students' knowledge of using tables of contents to structure writing and then teach this in small groups, focus on topic 3 10. Assess students' knowledge of using tables of contents to structure writing and then teach this in small groups, focus on topic 4 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 Writing Piece 2: **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	*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:** InquiryEd Materials Foss Science Materials Leveled science texts Teacher selected materials **Technology:** Google Docs Google Slides **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

instructions and conclusions as needed	

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:

Writing Piece 1:
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

Writing Piece 2:
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

Writing Piece 3:
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

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

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.	*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.