

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

Grade 3 Reading

2025

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Current Reference	N/A

CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Our core belief is that **all** students will become readers who are curious, critical, and analytical thinkers. Our vision is to guide students in developing a love for reading through experiences with rich and diverse formats for varied purposes (ie. books, digital media, periodicals, etc.). In conjunction with Vision of the Graduate, teaching and learning will be focused on:

- ★ Teachers who provide multisensory practice for transferring reading skills across all content areas.
- ★ Readers who apply the skills and dispositions to become a proficient reader.

The Trumbull Public Schools English Language Arts curriculum is grounded in the Common Core State Standards and research by the National Reading Panel which shows that there are five key concepts at the core of effective literacy instruction.

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Each day, K-5 students will build these foundational literacy skills through instruction of evidence-based programming, such as:

- Foundations (K-2)
- Heggerty (K-1)
- Bookworms Shared Reading (K-5)
- Differentiated Instruction (K-5)

All together, these programs are resources that help teachers to develop and deliver comprehensive, explicit lessons which lead to the formal assessment of all standards for ELA at each grade level.

In summary, this is our vision which will empower our K-5 readers to become lifelong and inspired learners.

COURSE GOALS

To expose students to a high volume of engaging, grade-level trade books to build knowledge and drive literacy instruction, transforming them into "bookworms" by fostering a love of reading and providing them with the necessary skills and knowledge to become fluent, confident readers who can critically analyze and engage with diverse texts.

The course goals derive from the 2010 Connecticut Core Standards for Literacy. Goals specific to a unit of study are listed in this guide at the beginning of each unit. Many standards recur over the course of the year. The lessons therein encourage student engagement so that each student will see himself/herself as a reader and reflect on the processes learned.

COURSE ENDURING UNDERSTANDINGS

- Readers engage with a high volume of diverse, grade-level texts to deepen their understanding of the world and themselves.
- Strong foundational reading skills are essential for accessing, comprehending, and enjoying complex texts.
- All readers deserve equitable access to challenging and engaging texts that foster intellectual growth.
- Fluency, vocabulary, and comprehension are interconnected components that contribute to a reader's overall proficiency.
- Reading and writing are reciprocal processes that enhance and inform each other.
- Developing a love of reading transforms individuals into lifelong learners and critical thinkers.

COURSE ESSENTIAL QUESTIONS

- How does engaging with a wide variety of texts build my knowledge and understanding?
- What foundational skills are necessary to become a confident and independent reader?
- How can all readers access and succeed with challenging, grade-level texts?
- How do reading aloud and encountering new words help me understand what I read?
- How does my writing improve my understanding of texts, and how do texts improve my writing?
- What does it mean to be a "bookworm," and how can reading empower me?

COURSE KNOWLEDGE & SKILLS

Students will know:

- Strategies for building deep knowledge through extended engagement with full-length texts.
- The components of systematic foundational reading skills (e.g., phonics, phonemic awareness, word recognition).
- The importance of equitable access to challenging texts for all learners.
- The role of repeated oral reading in developing reading fluency and automaticity.

- Strategies for acquiring and using new vocabulary encountered within various contexts.
- Different comprehension strategies to understand complex texts (e.g., making inferences, identifying main idea, summarizing).
- The characteristics and purposes of various writing genres (narrative, informational, opinion).
- How to connect reading experiences to their own writing.
- That reading can be a source of joy, knowledge, and personal growth.

Students will be able to:

- Engage deeply with full-length grade-level trade books to build knowledge.
- Apply systematic foundational reading skills in shared reading and independent practice.
- Navigate and comprehend challenging, grade-level texts with support.
- Improve reading fluency through repeated oral reading and practice.
- Utilize context clues and other strategies to determine the meaning of unfamiliar words.
- Apply various comprehension strategies to understand and analyze complex texts.
- Participate in rich discussions about texts, demonstrating understanding and critical thinking.
- Produce coherent and well-structured writing in narrative, informational, and opinion genres.
- Connect ideas from texts to their own writing.
- Demonstrate a growing love for reading and an eagerness to explore diverse texts.
- Critically analyze and engage with diverse texts.

Grade 3 READING YEAR AT A GLANCE

Time	Reading	Word Study
September- early November	Bookworms Shared Reading Module 1 Life's Lessons & Government for the People How to Plan Differentiated Reading Instruction (small-group instruction over multi week cycles)	UFLI Six Syllable Types and Multisyllabic Word Reading
November - January	Bookworms Shared Reading Module 2 Geology & Powerful Connections How to Plan Differentiated Reading Instruction (small-group instruction over multi week cycles)	Building Vocabulary Unit 1 & 2
February - April	Bookworms Shared Reading Module 3 Fight for What's Right & Reaching Our Goals How to Plan Differentiated Reading Instruction (small-group instruction over multi week cycles)	Building Vocabulary Unit 3 & 4
late April - June	Bookworms Shared Reading Module 4 A Journey of Self Discovery & A Journey to the Past *** SKIP Lessons 16-25 How to Plan Differentiated Reading Instruction (small-group instruction over multi week cycles)	Building Vocabulary Unit 5 & Review

Module 1:
Life's Lesson & Government for the People

Connecticut Framework: The Common Core State Standards

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.6 Distinguish their own point of view from that of the author of a text.

RI.3.7 Use information gained from illustrations (e.g., 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.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2—3 text complexity band independently and proficiently.

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.3.a Identify and know the meaning of the most common prefixes and derivational suffixes.

RF.3.3.c Decode multisyllable words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

RF.3.4.a Read on-level text with purpose and understanding.

RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1.b Provide reasons that support the opinion.

W.3.1.c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.2.c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

W.3.3.d Provide a sense of closure.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.3.a Choose words and phrases for effect.

L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

L.3.4.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).

L.3.4.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.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

SUBJECT
Grade 3 Reading

MODULE 1:
Life's Lesson & Government for the People

Unwrapped Performance Standards

Concepts:

Need to know about:

- narrative structure
- text connected themes
- character relationships
- character growth and change over time
- character traits
- informative structure
- reading across texts
- multiple texts share same theme

Skills

Need to be able to:

- participate in oral discussions whole class
- participate in oral discussions with partners
- complete written response tasks
- collaboratively build text structure anchor charts to demonstrate understanding
- describe and analyze character behavior
- taking perspective of characters
- comparing and contrasting people and characters
- analyze author's craft
- make predictions

- summarize text
- provide reasons and evidence to support statements and opinions

SUBJECT
Grade 3 Reading

MODULE 1:
Life's Lesson & Government for the People

Big Ideas
Student's statements of enduring ideas

1. Students will explore how characters grow and change in stories. They'll learn how to describe characters, understand their actions, and talk about what lessons we can learn from them.
2. By reading different nonfiction texts about government, students will see how reading more than one source helps us understand a topic better. They'll also learn that different books can teach similar big ideas or themes.
3. Students will practice explaining their thinking through class discussions and writing. They'll support their ideas with examples from what they read and use these skills to write strong opinion pieces about characters and themes.

Essential Questions
Teacher's guiding questions

1. How do characters change over time, and what can we learn from their experiences?
2. How does reading different texts on the same topic help us better understand big ideas or themes?
3. How can students use speaking and writing to clearly share what they've learned from texts?

SUBJECT

Grade 3 Reading

MODULE 1:

Life's Lesson & Government for the People

LEARNING OBJECTIVES*The students will be able to:***Students will be able to:**

1. Identify and describe the structure of fiction.
2. Recognize and articulate that multiple texts can express the same theme.
3. Identify and discuss character traits.
4. Use evidence to analyze character traits based on thoughts, feelings, motivations, and actions.
5. Demonstrate increasing fluency through repeated readings.
6. Participate in choral reading of text sections.
7. Engage in partner reading of text sections.
8. Demonstrate comprehension through whole-class and partner discussions about texts.
9. Complete daily written response tasks about what they have learned from texts.
10. Build civics knowledge about The Constitution and The Congress of the United States.
11. Tell why it is beneficial to read more than one book on the same topic.
12. Use multiple informative text structures.
13. Apply to the Vision of the Graduate by:

- a. Communication, Critical Thinking, Self-Efficacy: comparing and contrasting themes, structures, and points of view while engaging in discussions with peers, reading fluently and accurately in whole-group choral reading and partner rereading, and participating in collaborative research reports.
- b. Emotional Intelligence: participating in collaborative discussions, engaging in culturally diverse themes and discussions, and presenting clearly in formal and informal settings.

SUBJECT

Grade 3 Reading

MODULE 1:

Life's Lesson & Government for the People

Instructional Strategies

Based on our department philosophy for student learning, teachers will:

General:

Explicit Instruction

- Directly teaching skills and concepts, often following an "I do, we do, you do" model (teacher models, students practice with support, then independently).

Modeling

- The teacher will demonstrate strategies and skills (e.g., how to represent sounds in writing, how to read fluently with expression, how to think aloud about a text).

Gradual Release of Responsibility

- Starting with high teacher support and gradually transferring responsibility to students as they become more proficient.

Differentiation/Monitoring Progress

- Continuously observing student progress to provide individualized support for those struggling and to allow advanced learners to move ahead.

Creating a Print-Rich Environment

- Surrounding students with a variety of engaging reading materials to encourage independent exploration.

Establishing Daily Reading Routines

- Consistent and enjoyable practice with reading and comprehension activities.

For Word Study (Phonics and Spelling):

Shared Writing

- Teacher models how to sound out words (chunk by chunk) in writing during collaborative writing experiences.

Explicit Phonics Instruction

- Direct teaching of syllable types and division rules.

Systematic Instruction

- Moving from easier to more complex phonics concepts (e.g., single syllable to multisyllabic).

Multi-sensory Activities

- Engaging multiple senses (e.g., visual, auditory, tactile) to reinforce learning (e.g. word sorts, puzzles, and matching games).

Word Building Activities

- Encouraging students to create new words by adding or changing syllables or roots.

Dictated Sentences

- Providing opportunities for students to apply their grammar and word attack strategies in sentences.

Encoding Assessments

- Regularly evaluating students' ability to represent syllables (by chunking) and spell words with target syllable patterns.

Games and Interactive Activities

- Making phonics and spelling practice fun and engaging (e.g., Syllable Bingo and syllable matching).

For Text Engagement (Fluency, Vocabulary, and Comprehension):

Repeated Readings

- Students will read the same texts multiple times to build fluency, word recognition, and comprehension. This will involve:
 - Echo Reading: Teacher reads a section, then students repeat it.
 - Choral Reading: Teacher and students read a section together in unison.
 - Partner Reading: Students read aloud with a peer.

Read-Aloud Sessions

- The teacher will read aloud to introduce new texts, model fluent and expressive reading, and introduce new vocabulary in context.

Interactive Discussions

- Leading whole-class and partner discussions about texts to deepen comprehension, encourage critical thinking, and allow students to share their understanding.

Vocabulary Instruction

- Introducing new words from the texts and providing context to clarify their meanings.

Building Background Knowledge

- Connecting new stories and topics to students' existing knowledge or personal experiences to enhance engagement and understanding.

Modeling Thought Processes (Think-Alouds)

- The teacher will verbalize their own thinking while reading to demonstrate comprehension strategies (e.g., making predictions, visualizing, making connections, asking questions).

Encouraging Predictions

- Prompting students to think about what might happen next based on titles, covers, and illustrations.

Asking Open-Ended Questions

- Using questions that require students to think critically and elaborate on their understanding.

Story Maps and Graphic Organizers

- Using visual tools to help students organize their thoughts about story elements (characters, setting, problem, resolution).

Retelling and Summarizing

- Encouraging students to retell stories in their own words or summarize key points. This can involve simple questioning (who, what, where, when, why, how) or specific protocols.

Comprehension Monitoring

- Teaching students to self-monitor their understanding as they read and to use strategies like re-reading or asking for help when needed.

Connecting Texts

- Helping students make text-to-self, text-to-text, and text-to-world connections.

For Written Response:

Daily Written Response Tasks

- Providing regular opportunities for students to write about what they have learned from texts.

Practicing Transcription and Sentence Writing Skills

- Integrating these skills directly into written response tasks.

Collaborative Writing

- Students will work together to write a research report, fostering shared learning and understanding of writing expectations.

Scaffolding Support

- Providing tools and strategies to help students with their writing
- Graphic Organizers to help organize ideas before writing.
- Verbalization Before Writing- Allow students to talk through their ideas before writing them down.
- Modeling Writing Process-Teacher demonstrates how to break down a question, find evidence, plan a response, and write it.
- Sentence Frames/Starters
- Providing templates to help students begin their writing.

Peer Feedback

- Encouraging students to share their writing with partners and receive feedback.

Revision Opportunities

- Encouraging students to re-read and improve their writing.

SUBJECT

Grade 3 Reading

MODULE 1:

Life's Lesson & Government for the People

Assessments/Common Learning Experiences

Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:

Formative

- DIBELS and ORF retell
- Informal running records should be conducted during small-group instruction to help drive instruction and form groups.
- Text Connections (L5, L10, L15, L20, L25, L30, L35, L40)
- Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- DIBELS progress monitoring
- IAB: Reading Literary Texts
- Optional IAB: Write and Revise: Persuasive

Summative

- Bookworms Module 1 Culminating Task: Opinion Writing: Unearthing Character Traits
- Weekly UFLI assessments by syllable type

SUBJECT Grade 3 Reading	
MODULE 1: Life's Lessons & Government for the People	
Pacing & Resources 44 Days	
Time Allotment: September- early November In this module, students explore how characters grow and change, how multiple texts can share common themes, and how both narrative and informative text structures help readers understand and respond to what they read.	
Unit 1 Life's Lessons	
Owen Foote, Money Man Lessons 1-10	Owen Foote, Money Man is a text about a young boy who wants to earn money. He learns that working hard can make you feel proud. This text is a story with a strong narrative text structure. Students will collaborate in creating a story map to summarize the text.
Fudge-a-Mania Lessons 11-20	Fudge-a-Mania is a text about Peter, the main character, who is convinced his vacation with the Tubman family will be the worst experience ever. As the story continues, Peter has a change in attitude about vacation. This text is a story with a strong narrative text structure. Students will collaborate in creating a story map to summarize the text.
Unit 2 Government for the People	
The Constitution of the United States Lessons 21-30	The Constitution of the United States is a text about the making of the constitution and the government. This text is informative with a strong nonfiction text structure and a variety of nonfiction text features. Students will collaborate in creating a timeline with major events from the text.
The Congress of the United States Lessons 31-40	The Congress of the United States is a text about one of the branches of the United States government. The information from The Constitution of the United States, is referenced to help students better understand this text. This text is informative with a strong nonfiction text structure and a variety of nonfiction text features. Students will collaborate in creating a compare and contrast graphic organizer with facts from the text.

Word Study: <i>UFLI/ Building Vocabulary</i> Time Allotment:-September - early November		
Unit	Topic	Time Allocation
Week 1-6	<u>UFLI Six Syllable Types and Multisyllabic Words</u> Week 1: Closed Syllables Week 2: VCE Syllables Week 3: Open Syllables Week 4: Vowel Teams Week 5: Bossy r Week 6: Consonant -le	September 2 - October 31

MODULE 2:
Geology & Powerful Connections

Connecticut Framework: The Common Core State Standards

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.6 Distinguish their own point of view from that of the author of a text.

RI.3.7 Use information gained from illustrations (e.g., 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.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2—3 text complexity band independently and proficiently.

RF.3.3.b Decode words with common Latin suffixes.

RF.3.3. Decode multisyllable words.

RF.3.3. Read grade-appropriate irregularly spelled words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

RF.3.4.a Read on-level text with purpose and understanding.

RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.7 Conduct short research projects that build knowledge about a topic.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.3.a Choose words and phrases for effect.

L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

L.3.4.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.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

SUBJECT

Grade 3 Reading

MODULE 2:

Geology & Powerful Connections

Unwrapped Performance Standards

Concepts:

Need to know about:

- information structure
- text connected themes
- building background knowledge through connected texts on related topic
- nonfiction text features
- narrative structure
- narrative elements (within both fiction and nonfiction)

Skills

Need to be able to:

- written response tasks
- oral discussions as whole class
- oral discussions with partners
- collaboratively build text structure anchor chart to show understanding
- describing and analyzing character behavior
- taking perspective of characters
- comparing and contrasting people and characters
- analyze author's craft
- make predictions
- summarize text
- provide reasons and evidence to support statements and opinions

SUBJECT
Grade 3 Reading

MODULE 2:
Geology & Powerful Connections

Big Ideas
Student's statements of enduring ideas

1. Students explore geology and other real-world topics by reading nonfiction texts. They learn how to use text features (like headings, diagrams, and captions) to find and understand important information.
2. Students read stories and narrative nonfiction to see how different texts can have similar themes. They learn how authors use characters, events, and structure to help readers understand important ideas.
3. Students practice explaining their ideas through discussions and writing. They learn to give reasons, make predictions, compare characters, and even write new endings to stories to show what they've learned.

Essential Questions
Teacher's guiding questions

1. How do text structures and features help us understand and interpret both informational and narrative texts?
2. In what ways can different texts express the same theme, and how do authors use characters and events to communicate those ideas?
3. How can we use evidence from texts to support our thinking, writing, and discussion about what we read?

SUBJECT

Grade 3 Reading

MODULE 2:

Geology & Powerful Connections

LEARNING OBJECTIVES*The students will be able to:***Students will be able to:**

1. Navigate and make meaning in nonfiction text.
2. Identify and describe the structure of nonfiction.
3. Recognize and articulate that multiple texts can express the same theme.
4. Learn from multiple text sources on the same topic including narrative nonfiction.
5. Identify and discuss narrative elements in both fiction and narrative nonfiction texts.
6. Demonstrate increasing fluency through repeated readings.
7. Participate in choral reading of text sections.
8. Engage in partner reading of text sections.
9. Demonstrate comprehension through whole-class and partner discussions about texts.
10. Demonstrate and solidify their knowledge through completing written response tasks. Including:
 - a. Describing and analyzing character behavior
 - b. Taking the perspective of characters
 - c. Comparing and contrasting the accomplishments of people and characters

- d. Analyzing author's craft
- e. Making predictions
- f. Summarizing what they have read in each text
- g. Providing relevant reasons and evidence to support their statements or opinions

11. Apply to the Vision of the Graduate by:

- a. Communication, Critical Thinking, Self-Efficacy: comparing and contrasting themes, structures, and points of view while engaging in discussions with peers, reading fluently and accurately in whole-group choral reading and partner rereading, and participating in collaborative research reports.
- b. Emotional Intelligence, Innovation, Growth Mindset: participating in collaborative discussions, engaging in culturally diverse themes and discussions, and presenting clearly in formal and informal settings, being curious about new learning, and believing that one can improve their intelligence or skills through continued hard work.

SUBJECT

Grade 3 Reading

MODULE 2:

Geology & Powerful Connections

Instructional Strategies*Based on our department philosophy for student learning, teachers will:***General:**

Explicit Instruction

- Directly teaching skills and concepts, often following an "I do, we do, you do" model (teacher models, students practice with support, then independently).

Modeling

- The teacher will demonstrate strategies and skills (e.g., how to represent sounds in writing, how to read fluently with expression, how to think aloud about a text).

Gradual Release of Responsibility

- Starting with high teacher support and gradually transferring responsibility to students as they become more proficient.

Differentiation/Monitoring Progress

- Continuously observing student progress to provide individualized support for those struggling and to allow advanced learners to move ahead.

Creating a Print-Rich Environment

- Surrounding students with a variety of engaging reading materials to encourage independent exploration.

Establishing Daily Reading Routines

- Consistent and enjoyable practice with reading and comprehension activities.

For Word Study (Phonics and Spelling):

Shared Writing

- Teacher models how to integrate roots to change word meanings in writing during collaborative writing experiences.

Explicit Phonics Instruction

- Direct teaching of roots.

Systematic Instruction

- Moving from easier to more complex phonics concepts (e.g., compound words to roots).

Multi-sensory Activities

- Engaging multiple senses (e.g., visual, auditory, tactile) to reinforce learning (e.g. word sorts, puzzles, and matching games).

Word Building Activities

- Encouraging students to create new words by adding or changing syllables or roots.

Dictated Sentences

- Providing opportunities for students to apply their word attack strategies in sentences.

Encoding Assessments

- Regularly evaluating students' ability to represent syllables and prefixes (by chunking) and spell words with target pattern.

Games and Interactive Activities

- Making phonics and spelling practice fun and engaging (e.g., Bingo and matching)

For Text Engagement (Fluency, Vocabulary, and Comprehension):

Repeated Readings

- Students will read the same texts multiple times to build fluency, word recognition, and comprehension. This will involve:
 - Echo Reading: Teacher reads a section, then students repeat it.
 - Choral Reading: Teacher and students read a section together in unison.
 - Partner Reading: Students read aloud with a peer.

Read-Aloud Sessions

- The teacher will read aloud to introduce new texts, model fluent and expressive reading, and introduce new vocabulary in context.

Interactive Discussions

- Leading whole-class and partner discussions about texts to deepen comprehension, encourage critical thinking, and allow students to share their understanding.

Vocabulary Instruction

- Introducing new words from the texts and providing context to clarify their meanings.

Building Background Knowledge

- Connecting new stories and topics to students' existing knowledge or personal experiences to enhance engagement and understanding.

Modeling Thought Processes (Think-Alouds)

- The teacher will verbalize their own thinking while reading to demonstrate comprehension strategies (e.g., making predictions, visualizing, making connections, asking questions).

Encouraging Predictions

- Prompting students to think about what might happen next based on titles, covers, and illustrations.

Asking Open-Ended Questions

- Using questions that require students to think critically and elaborate on their understanding.

Story Maps and Graphic Organizers

- Using visual tools to help students organize their thoughts about story elements (characters, setting, problem, resolution).

Retelling and Summarizing

- Encouraging students to retell stories in their own words or summarize key points. This can involve simple questioning (who, what, where, when, why, how) or specific protocols.

Comprehension Monitoring

- Teaching students to self-monitor their understanding as they read and to use strategies like re-reading or asking for help when needed.

Connecting Texts

- Helping students make text-to-self, text-to-text, and text-to-world connections.

For Written Response:

Daily Written Response Tasks

- Providing regular opportunities for students to write about what they have learned from texts.

Practicing Transcription and Sentence Writing Skills

- Integrating these skills directly into written response tasks.

Collaborative Writing

- Students will work together to write a research report, fostering shared learning and understanding of writing expectations.

Scaffolding Support

- Providing tools and strategies to help students with their writing
- Graphic Organizers to help organize ideas before writing.
- Verbalization Before Writing- Allow students to talk through their ideas before writing them down.
- Modeling Writing Process-Teacher demonstrates how to break down a question, find evidence, plan a response, and write it.

- Sentence Frames/Starters
- Providing templates to help students begin their writing.

Peer Feedback

- Encouraging students to share their writing with partners and receive feedback.

Revision Opportunities

- Encouraging students to re-read and improve their writing.

SUBJECT

Grade 3 Reading

MODULE 2:

Geology & Powerful Connections

Assessments/Common Learning Experiences

Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:

Formative

- Informal running records should be conducted during small-group instruction to help drive instruction and form groups.
- Text Connections (L5, L10, L15, L20, L25, L30, L35, L40, L45)
- Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- DIBELS progress monitoring
- IAB: Write and Revise Information
- *Additional Options:*
 - IAB: Write and Revise Narrative
 - IAB: Revision
 - IAB: Editing

Summative

- Building Vocabulary Unit 1 and 2 quiz
- Bookworms Module 2 Opinion Writing: Book Review
- Bookworms Module 2 Culminating Task: Narrative Writing: Tall Tale Ending

SUBJECT Grade 3 Reading	
MODULE 2: Geology & Powerful Connections	
Pacing & Resources 49 days	
Time Allotment: November - January In this module, students explore how both nonfiction and narrative texts use different structures to share connected themes, deepen their understanding through text features and story elements, and apply their learning through writing and discussion that shows thoughtful analysis and creativity.	
Unit 1 Geology	
Soil Lessons 1-5	Soil is a nonfiction text about one of the many natural resources on earth. The text discusses what soil is made of, and how it is useful.
Minerals, Rocks, and Soil Lessons 6-15	Minerals, Rocks, and Soil is a text about how rocks and minerals form, the different types of rocks, and the use of soil. This text is informative with a strong nonfiction text structure and a variety of nonfiction text features. Students will collaborate in creating a topic and subtopic map with facts from each section of the text.
Magic Treehouse Fact Tracker: Twisters and Other Terrible Storms Lessons 16-25	Magic Tree House Fact Tracker: Twisters and Other Terrible Storms is a text about various natural disasters. Jack and Annie from the Magic Tree House series will give information on a variety of terrible storms. This text is informative with a nonfiction text structure and a variety of nonfiction text features. Students will collaborate in creating a main idea list with facts from each chapter of the text.
Unit 2 Powerful Connections	
Because of Winn-Dixie Lessons 26-40	Because of Winn-Dixie is a fiction text about a young girl who moves to a new town. She struggles to make friends, until she meets Winn Dixie, a dog who changes her life and brings the small town back together.
Red Kite, Blue Kite Lessons 41-45	Red Kite, Blue Kite is a text about a family going through a challenging time period in China. The main character, a young boy, and his father work to keep their bond very strong even when they are not physically together.

Word Study: *Building Vocabulary*
Time Allotment: November - January

Unit	Topic	Time Allocation
1	<u>Compounds and Prefixes</u> • Lesson 1: Two-Syllable Compound Words • Lesson 2: Three-Syllable Compound Words • Lesson 3: Negating Prefix <i>un-</i> “not” • Lesson 4: Prefix <i>re-</i> “back again” • Lesson 5: Prefix <i>pre-</i> “before” • Unit 1 Review • Unit 1 Quiz	November-December
2	<u>Latin Prefixes</u> • Lesson 6: Negative Prefix <i>in-</i> “not” • Lesson 7: Negative Prefix <i>im, il-</i> “not” • Lesson 8: Prefix <i>ex-</i> “out” • Lesson 9: Prefix <i>sub-</i> “under, below” • Lesson 10: Prefix <i>co, con-</i> “with, together” • Unit 2 Review • Unit 2 Quiz	December-January

MODULE 3:

Fight for What's Right & Reaching Our Goals

Connecticut Framework: The Common Core State Standards

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.6 Distinguish their own point of view from that of the author of a text.

RI.3.7 Use information gained from illustrations (e.g., 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.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2—3 text complexity band independently and proficiently.

RF.3.3.b Decode words with common Latin suffixes.

RF.3.3.c Decode multisyllable words.

RF.3.3.d Read grade-appropriate irregularly spelled words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

RF.3.4.a Read on-level text with purpose and understanding.

RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.3.a Choose words and phrases for effect.

L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

L.3.4.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.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

SUBJECT

Grade 3 Reading

MODULE 3:

Fight for What's Right & Reaching Our Goals

Unwrapped Performance Standards**Concepts**

Need to know about:

- biographies
- narrative nonfiction text structure
- historical figures in US History
- nonfiction text features
- Same theme across multiple texts
- theme - injustice

Skills

Need to be able to:

- written response tasks
- oral discussions as whole class
- oral discussions with partners
- collaboratively build text structure anchor chart to show understanding
- describing and analyzing character behavior
- taking perspective of characters
- comparing and contrasting people and characters
- analyze author's craft
- make predictions
- summarize text
- provide reasons and evidence to support statements and opinions

SUBJECT

Grade 3 Reading

MODULE 3:

Fight for What's Right & Reaching Our Goals

Big Ideas

Student's statements of enduring ideas

1. Students explore biographies written as narrative nonfiction to understand how real people made a difference in the world.
2. By reading and comparing multiple nonfiction texts, students see how themes like injustice show up across topics and text structures.
3. Through research reports and opinion writing, students show what they know about historical figures and take a stand on issues of fairness. They practice using evidence to support their ideas and learn how to express themselves clearly in both speaking and writing.

Essential Questions

Teacher's guiding questions

1. How do narrative nonfiction texts help students understand the lives and contributions of historical figures?
2. How can we help students compare and connect themes like injustice across different texts and text structures?
3. How can students use reading and writing to think critically, express opinions, and support their ideas with evidence?

SUBJECT

Grade 3 Reading

MODULE 3:

Fight for What's Right & Reaching Our Goals

LEARNING OBJECTIVES*The students will be able to:***Students will be able to:**

1. Experience the lives of historical figures in the form of stories.
2. Navigate and make meaning in nonfiction text.
3. Identify and describe the structure of nonfiction.
4. Recognize and articulate that multiple texts can express the same theme.
5. Learn the structure of biography writing
6. Juxtapose information presented in multiple texts
7. Examine the overarching theme of injustice.
8. Learn from multiple text sources on the same topic including narrative nonfiction.
9. Identify and discuss narrative elements in both fiction and narrative nonfiction texts.
10. Demonstrate increasing fluency through repeated readings.
11. Participate in choral reading of text sections.
12. Engage in partner reading of text sections.
13. Demonstrate comprehension through whole-class and partner discussions about texts.

14. Demonstrate and solidify their knowledge through completing written response tasks. Including:

- a. Describing and analyzing character behavior
- b. Taking the perspective of characters
- c. Comparing and contrasting the accomplishments of people and characters
- d. Analyzing author's craft
- e. Making predictions
- f. Summarizing what they have read in each text
- g. Providing relevant reasons and evidence to support their statements or opinions

15. Apply to the Vision of the Graduate by:

- a. Communication, Critical Thinking, Self-Efficacy: comparing and contrasting themes, structures, and points of view while engaging in discussions with peers, reading fluently and accurately in whole-group choral reading and partner rereading, and participating in collaborative research reports.
- b. Emotional Intelligence, Innovation, Growth Mindset: participating in collaborative discussions, engaging in culturally diverse themes and discussions, and presenting clearly in formal and informal settings, being curious about new learning, and believing that one can improve their intelligence or skills through continued hard work.

SUBJECT
Grade 3 Reading

MODULE 3:
Fight for What's Right & Reaching Our Goals

Instructional Strategies

Based on our department philosophy for student learning, teachers will:

General:

Explicit Instruction

- Directly teaching skills and concepts, often following an "I do, we do, you do" model (teacher models, students practice with support, then independently).

Modeling

- The teacher will demonstrate strategies and skills (e.g., how to represent sounds in writing, how to read fluently with expression, how to think aloud about a text).

Gradual Release of Responsibility

- Starting with high teacher support and gradually transferring responsibility to students as they become more proficient.

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- Continuously observing student progress to provide individualized support for those struggling and to allow advanced learners to move ahead.

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Establishing Daily Reading Routines

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For Word Study (Phonics and Spelling):

Shared Writing

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Explicit Phonics Instruction

- Direct teaching of roots.

Systematic Instruction

- Moving from easier to more complex phonics concepts (e.g., prefixes to suffixes).

Multi-sensory Activities

- Engaging multiple senses (e.g., visual, auditory, tactile) to reinforce learning (e.g. word sorts, puzzles, and matching games).

Word Building Activities

- Encouraging students to create new words by adding or changing syllables or roots.

Dictated Sentences

- Providing opportunities for students to apply their word attack strategies in sentences.

Encoding Assessments

- Regularly evaluating students' ability to represent syllables and suffixes (by chunking) and spell words with target pattern.

Games and Interactive Activities

- Making phonics and spelling practice fun and engaging (e.g., Bingo and matching)

For Text Engagement (Fluency, Vocabulary, and Comprehension):

Repeated Readings

- Students will read the same texts multiple times to build fluency, word recognition, and comprehension. This will involve:
 - Echo Reading: Teacher reads a section, then students repeat it.
 - Choral Reading: Teacher and students read a section together in unison.
 - Partner Reading: Students read aloud with a peer.

Read-Aloud Sessions

- The teacher will read aloud to introduce new texts, model fluent and expressive reading, and introduce new vocabulary in context.

Interactive Discussions

- Leading whole-class and partner discussions about texts to deepen comprehension, encourage critical thinking, and allow students to share their understanding.

Vocabulary Instruction

- Introducing new words from the texts and providing context to clarify their meanings.

Building Background Knowledge

- Connecting new stories and topics to students' existing knowledge or personal experiences to enhance engagement and understanding.

Modeling Thought Processes (Think-Alouds)

- The teacher will verbalize their own thinking while reading to demonstrate comprehension strategies (e.g., making predictions, visualizing, making connections, asking questions).

Encouraging Predictions

- Prompting students to think about what might happen next based on titles, covers, and illustrations.

Asking Open-Ended Questions

- Using questions that require students to think critically and elaborate on their understanding.

Story Maps and Graphic Organizers

- Using visual tools to help students organize their thoughts about story elements (characters, setting, problem, resolution).

Retelling and Summarizing

- Encouraging students to retell stories in their own words or summarize key points. This can involve simple questioning (who, what, where, when, why, how) or specific protocols.

Comprehension Monitoring

- Teaching students to self-monitor their understanding as they read and to use strategies like re-reading or asking for help when needed.

Connecting Texts

- Helping students make text-to-self, text-to-text, and text-to-world connections.

For Written Response:

Daily Written Response Tasks

- Providing regular opportunities for students to write about what they have learned from texts.

Practicing Transcription and Sentence Writing Skills

- Integrating these skills directly into written response tasks.

Collaborative Writing

- Students will work together to write a research report, fostering shared learning and understanding of writing expectations.

Scaffolding Support

- Providing tools and strategies to help students with their writing
- Graphic Organizers to help organize ideas before writing.
- Verbalization Before Writing- Allow students to talk through their ideas before writing them down.
- Modeling Writing Process-Teacher demonstrates how to break down a question, find evidence, plan a response, and write it.

- Sentence Frames/Starters
- Providing templates to help students begin their writing.

Peer Feedback

- Encouraging students to share their writing with partners and receive feedback.

Revision Opportunities

- Encouraging students to re-read and improve their writing.

MODULE 3:

Fight for What's Right & Reaching Our Goals

Assessments/Common Learning Experiences

Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:

Formative

- DIBELS and ORF retell
- Informal running records should be conducted during small-group instruction to help drive instruction and form groups.
- Text Connections (L5, L10, L15, L20, L25, L30, L35, L40, L45)
- Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- DIBELS progress monitoring
- IAB: Reading: Listen/Interpret
- Additional IABs:
 - Information Texts
 - Research: Analyze Information
 - Research: Interpret and Integrate
 - Research: Use Evidence

Summative

- Building Vocabulary Unit 3 and 4 quiz
- Bookworms Module 2 Culminating Task 1: Informative Writing: Biography Research Project
- Bookworms Module 2 Culminating Task 2: Opinion Writing: Exposing Injustice

SUBJECT Grade 3 Reading	
MODULE 3: Fight for What's Right & Reaching Our Goals	
Pacing & Resources	
<i>50 days</i> Time Allotment: February - April In this module, students explore the lives of influential individuals through narrative nonfiction and biographies, examine how different texts express shared themes like injustice, and use writing to inform and express their opinions based on evidence from multiple texts.	
Unit 1 Fight for What's Right	
A Picture Book of Frederick Douglas Lessons 1-5	This text is about a man named Fredrick Douglass, who grew up during the time of slavery. The text summarizes how he helped to end slavery and make progress with Black rights while battling many hardships. Students will make connections with A Picture Book of Frederick Douglass, and the Fight for What's Right theme.
Susan B. Anthony: A Champion of Women's Rights Lessons 6-25	Susan B. Anthony: Champion of Women's Rights is a biography about Susan B. Anthony's life starting as a young girl. The text follows her life journey of fighting for women's rights. The author has chosen to use a narrative text structure. We marked that choice by targeting literature standards. Students will connection between the Shared Reading texts, A Picture Book of Frederick Douglass and Susan B. Anthony: Champion of Women's Rights, the Read-Aloud text, Rosa, and the Fight for What's Right theme. We also make a connection between Susan B. Anthony, Rosa Parks, and the Fearless American Females theme.
Unit 2 Reaching Our Goals	
And Then What Happened to Paul Revere Lessons 26-30	This biography is about Paul Revere and his life helping America get free from British rule. He warns the American Colonists about British attacks. This biography has a nonfiction text structure. Students will collaborate in creating a timeline with the important events from the text.
Who is Sonya Sotomayor? Lessons 27-40	Who Is Sonia Sotomayor? is a biography about a Latina woman and her accomplishments, dedication, and hard work. The text shares Sonia's life over time and has a chronological, narrative nonfiction text structure. Students will collaborate in creating a timeline with the important events from the text.

The Story of Ruth Bader Ginsburg: A Biography Book for New Readers Lessons 41-45	The Story of Ruth Bader Ginsburg: A Biography Book for New Readers is a text about a famous woman who made history. Ruth Bader Ginsburg fought for what was right and worked hard to make a difference. Students will collaborate in creating a timeline with important events from the text.
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Word Study: <i>Building Vocabulary</i> Time Allotment: February - April		
Unit	Topic	Time Allocation
3	<u>Latin and Greek Bases</u> • Lesson 11: Latin Bases mov, mot, mobil = “move” • Lesson 12: Latin Base port = “carry” • Lesson 13: Latin Base fin, finit = “end, limit” • Lesson 14: Latin Base audi, audit = “hear, listen” • Lesson 15: Greek Base graph, gram = “write, draw” • Unit 3 Review • Unit 3 Quiz	January 26 - February 6
4	<u>Suffixes</u> • Lesson 16: Suffix -less = “without” • Lesson 17: Suffix -ful = “full of” • Lesson 18: Suffix -er = “more” • Lesson 19: Suffix -est = “most” • Lesson 20: Suffix -ly = “in a ____ way or manner” • Unit 4 Review • Unit 4 Quiz	February 9 - April 2

MODULE 4:

A Journey of Self Discovery & A Journey to the Past

Connecticut Framework: The Common Core State Standards

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.7 Use information gained from illustrations (e.g., 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.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2—3 text complexity band independently and proficiently.

RF.3.3.b Decode words with common Latin suffixes.

RF.3.3.c Decode multisyllable words.

RF.3.3.d Read grade-appropriate irregularly spelled words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

RF.3.4.a Read on-level text with purpose and understanding.

RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.3.a Choose words and phrases for effect.

L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

L.3.4.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.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

SUBJECT

Grade 3 Reading

MODULE 4:

A Journey of Self Discovery & A Journey to the Past

Unwrapped Performance Standards

Concepts:

Need to know about:

- narrative structure (in both fiction and nonfiction)
- theme - preserving, hope
- Same theme across multiple texts
- setting (across time periods)

Skills

Need to be able to:

- written response tasks
- oral discussions as whole class
- oral discussions with partners
- collaboratively build text structure anchor chart to show understanding
- describing and analyzing character behavior
- taking perspective of characters
- comparing and contrasting people and characters
- analyze author's craft
- make predictions
- summarize text
- provide reasons and evidence to support statements and opinions

SUBJECT
Grade 3 Reading

MODULE 4:
A Journey of Self Discovery & A Journey to the Past

Big Ideas
Student's statements of enduring ideas

1. Students explore how characters persevere and grow, helping them understand important life lessons like courage, resilience, and self-discovery.
2. Students discover that themes like hope and perseverance can appear in fiction, nonfiction, and historical fiction, even when the stories and settings are very different.
3. Through discussions and writing tasks, students learn to analyze characters, make connections, and explain their thinking with evidence from the text.

Essential Questions
Teacher's guiding questions

1. How do characters show inner strength and hope when facing challenges?
2. How can different types of texts—fiction, nonfiction, and historical fiction—teach us the same lesson?
3. How can we use evidence from texts to explain our thinking and understand what we read more deeply?

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LEARNING OBJECTIVES
The students will be able to:

Students will be able to:

1. Explore characters persevering to find the strength within and examine themes of hope.
2. Recognize and articulate that multiple texts can express the same theme.
3. Identify and discuss narrative elements in both fiction and narrative nonfiction texts.
4. Explore a setting from a previous time period.
5. Reinforce the various ways that authors share nonfiction content with readers, both in informational texts and in works of historical fiction.
6. Demonstrate increasing fluency through repeated readings.
7. Participate in choral reading of text sections.
8. Engage in partner reading of text sections.
9. Demonstrate comprehension through whole-class and partner discussions about texts.
10. Demonstrate and solidify their knowledge through completing written response tasks. Including:
 - a. Describing and analyzing character behavior
 - b. Taking the perspective of characters

- c. Comparing and contrasting the accomplishments of people and characters
- d. Analyzing author's craft
- e. Making predictions
- f. Summarizing what they have read in each text
- g. Providing relevant reasons and evidence to support their statements or opinions

11. Apply to the Vision of the Graduate by:

- a. Communication, Critical Thinking, Self-Efficacy: comparing and contrasting themes, structures, and points of view while engaging in discussions with peers, reading fluently and accurately in whole-group choral reading and partner rereading, and participating in collaborative research reports.
- b. Emotional Intelligence, Innovation, Growth Mindset: participating in collaborative discussions, engaging in culturally diverse themes and discussions, and presenting clearly in formal and informal settings, being curious about new learning, and believing that one can improve their intelligence or skills through continued hard work.

SUBJECT
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Instructional Strategies

Based on our department philosophy for student learning, teachers will:

General:

Explicit Instruction

- Directly teaching skills and concepts, often following an "I do, we do, you do" model (teacher models, students practice with support, then independently).

Modeling

- The teacher will demonstrate strategies and skills (e.g., how to represent sounds in writing, how to read fluently with expression, how to think aloud about a text).

Gradual Release of Responsibility

- Starting with high teacher support and gradually transferring responsibility to students as they become more proficient.

Differentiation/Monitoring Progress

- Continuously observing student progress to provide individualized support for those struggling and to allow advanced learners to move ahead.

Creating a Print-Rich Environment

- Surrounding students with a variety of engaging reading materials to encourage independent exploration.

Establishing Daily Reading Routines

- Consistent and enjoyable practice with reading and comprehension activities.

For Word Study (Phonics and Spelling):

Shared Writing

- Teacher models how to integrate roots to change word meanings in writing during collaborative writing experiences.

Explicit Phonics Instruction

- Direct teaching of roots.

Systematic Instruction

- Moving from easier to more complex phonics concepts (e.g., prefixes to suffixes).

Multi-sensory Activities

- Engaging multiple senses (e.g., visual, auditory, tactile) to reinforce learning (e.g. word sorts, puzzles, and matching games).

Word Building Activities

- Encouraging students to create new words by adding or changing syllables or roots.

Dictated Sentences

- Providing opportunities for students to apply their word attack strategies in sentences.

Encoding Assessments

- Regularly evaluating students' ability to represent syllables and suffixes (by chunking) and spell words with target pattern.

Games and Interactive Activities

- Making phonics and spelling practice fun and engaging (e.g., Bingo and matching)

For Text Engagement (Fluency, Vocabulary, and Comprehension):

Repeated Readings

- Students will read the same texts multiple times to build fluency, word recognition, and comprehension. This will involve:
 - Echo Reading: Teacher reads a section, then students repeat it.
 - Choral Reading: Teacher and students read a section together in unison.
 - Partner Reading: Students read aloud with a peer.

Read-Aloud Sessions

- The teacher will read aloud to introduce new texts, model fluent and expressive reading, and introduce new vocabulary in context.

Interactive Discussions

- Leading whole-class and partner discussions about texts to deepen comprehension, encourage critical thinking, and allow students to share their understanding.

Vocabulary Instruction

- Introducing new words from the texts and providing context to clarify their meanings.

Building Background Knowledge

- Connecting new stories and topics to students' existing knowledge or personal experiences to enhance engagement and understanding.

Modeling Thought Processes (Think-Alouds)

- The teacher will verbalize their own thinking while reading to demonstrate comprehension strategies (e.g., making predictions, visualizing, making connections, asking questions).

Encouraging Predictions

- Prompting students to think about what might happen next based on titles, covers, and illustrations.

Asking Open-Ended Questions

- Using questions that require students to think critically and elaborate on their understanding.

Story Maps and Graphic Organizers

- Using visual tools to help students organize their thoughts about story elements (characters, setting, problem, resolution).

Retelling and Summarizing

- Encouraging students to retell stories in their own words or summarize key points. This can involve simple questioning (who, what, where, when, why, how) or specific protocols.

Comprehension Monitoring

- Teaching students to self-monitor their understanding as they read and to use strategies like re-reading or asking for help when needed.

Connecting Texts

- Helping students make text-to-self, text-to-text, and text-to-world connections.

For Written Response:

Daily Written Response Tasks

- Providing regular opportunities for students to write about what they have learned from texts.

Practicing Transcription and Sentence Writing Skills

- Integrating these skills directly into written response tasks.

Collaborative Writing

- Students will work together to write a research report, fostering shared learning and understanding of writing expectations.

Scaffolding Support

- Providing tools and strategies to help students with their writing
- Graphic Organizers to help organize ideas before writing.
- Verbalization Before Writing- Allow students to talk through their ideas before writing them down.

- Modeling Writing Process-Teacher demonstrates how to break down a question, find evidence, plan a response, and write it.
- Sentence Frames/Starters
- Providing templates to help students begin their writing.

Peer Feedback

- Encouraging students to share their writing with partners and receive feedback.

Revision Opportunities

- Encouraging students to re-read and improve their writing.

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Assessments/Common Learning Experiences

Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:

Formative

- Informal running records should be conducted during small-group instruction to help drive instruction and form groups.
- Text Connections (L5, L10, L15, L20, L25, L30, L35, L40)
- Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- DIBELS progress monitoring
- IAB: Reading Listen and Interpret
- Additional IAB: Language and Vocabulary

Summative

- Building Vocabulary Unit 5 quiz
- Bookworms Module 4 Culminating Task 1: Opinion Writing: Book Advertisement
- Bookworms Module 4 Culminating Task 2: Narrative Writing: Reading and Writing Identity

SUBJECT Grade 3 Reading	
MODULE 4: A Journey of Self Discovery & A Journey to the Past	
Pacing & Resources	
<i>30 days</i> Time Allotment: late April - June In this module, students explore how characters find inner strength and hope, analyze how shared themes appear across different genres and time periods, and use reading and writing to reflect on personal identity and express their ideas with evidence.	
Unit 1 A Journey of Self Discovery	
The Miraculous Journey of Edward Tulane Lessons 1-15	The Miraculous Journey of Edward Tulane is a fiction text about a china rabbit that gets lost from his owner. The china rabbit goes on an unforgettable journey meeting new people, and learning life's valuable lessons. This text is a story with a strong narrative text structure. Students will collaborate in creating a main idea list to summarize the text.
Unit 2 A Journey to the Past	
Here Lies the Librarian Lessons 26-40	Here Lies the Librarian is a text about a girl named Peewee, who joins forces with a wealthy young woman to change the town in surprising ways. This text is a story with a strong narrative text structure. Students will collaborate in creating a story map to summarize the text.

Word Study: <i>Building Vocabulary</i> Time Allotment: late April - June		
Unit	Topic	Time Allocation
5	<u>Latin Number Bases</u> • Lesson 21: Latin Number Base uni, unit = “one” • Lesson 22: Latin Number Base bi = “two” • Lesson 23: Latin Number Base tri = “three” • Unit 5 Review • Unit 5 Quiz	April 3 - June 12