TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

GRADE 3 BALANCED LITERACY: READING
2019

(Last revision date: 2018)

Curriculum Writing Teams 2018/2019

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Grade 3 Balanced Literacy: Reading
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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 teachers and students will view themselves as readers and engage in reading on a daily basis in the Grade Three Reading Workshop. Focused mini-lessons are the starting point from which the rest of the workshop flows. Students need uninterrupted blocks of reading time in order to reach the expectations set for them. Individual conferences and small-group instruction are essential to meeting students where they are and supporting their growth across units.

For the majority of the workshop time, students will be reading independently and building their stamina for reading throughout the school year while the teacher circulates around the room to confer with students individually and in small groups. Students will have reading partners and, in some units, book clubs with whom they may also confer and discuss rich mentor texts. Readers will have a choice of texts at their independent reading levels. Students will read "broadly and deeply," and each student's Reader's Notebook(s) and Folders will hold evidence of the child's reading across each genre throughout the school year. Readers explore a variety of skills transferable across all genres.

In grade 3, students build upon the knowledge gained in grades K-2 to read more sophisticated texts across a variety of genres.

Each day, approximately 60 minutes should be spent on Reading Workshop, and approximately 20 minutes should be spent on Interactive Read-Aloud. (Additionally, approximately 55 minutes daily is to be spent on Writing Workshop.)

COURSE GOALS

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

Students will understand that:
- readers set goals for their reading and work to meet them.
- readers use a wide repertoire of learned strategies to create effective reading.
- readers will increase volume and stamina.
- readers read with greater accuracy and complexity.
- readers grow ideas about their reading and respond orally and/or in writing.

COURSE ESSENTIAL QUESTIONS

- How do I understand who I am as a reader?
- How do I use reading strategies?
- How do I use reading to better understand our world?
- How do I become a stronger reader?
- How do I help others with reading?
- How do I share my ideas about reading with others?

COURSE KNOWLEDGE & SKILLS

Students will know . . .

- that reading is a process

Students will be able to . . .
- read in each genre: narrative and informational.
- grow their thinking about their texts.
- collaborate with a partner about reading.
- maintain a reading log.
- independently apply appropriate reading strategies.

READING YEAR AT A GLANCE

early September	Setting up / Launching Reading Workshop
mid September – mid October	Unit 1: Building a Reading Life
late October – November	Unit 2: Mystery: Foundational Skills in Disguise
December – mid January	Unit 3: Reading to Learn: Grasping Main Ideas and Text Structures
late January – February	Unit 4: Character Studies
March – April	Unit 5: Research Clubs: Elephants, Penguins, and Frogs, Oh My!
May – June	Unit 6: Countries around the World

UNIT 1
Building a Reading Life

Unit Goals

At the completion of this unit, students will:

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

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.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.

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

CCS.ELA-Literacy.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.

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

CCS.ELA-Literacy.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).

CCS.ELA-Literacy.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.

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

CCS.ELA-Literacy.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
CCS.ELA-Literacy.RI.3.6	Distinguish their own point of view from that of the author of a text.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
CCS.ELA-Literacy.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CCS.ELA-Literacy.W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CCS.ELA-Literacy.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.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.
CCS.ELA-Literacy.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
CCS.ELA-Literacy.SL.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.

CCS.ELA-Literacy.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CCS.ELA-Literacy.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCS.ELA-Literacy.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
CCS.ELA-Literacy.L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.
CCS.ELA-Literacy.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*).

Unit Essential Questions

- How do I make a reading life?
- How do I understand the story?
- How do I tackle more challenging texts?
- How do I work effectively with a reading partner?

Scope and Sequence

Building a Reading Life		
	Interactive Read-Aloud	**Reading Workshop**
Prior to Unit		• Set up your room for Reading Workshop. Have a meeting area for mini-lessons and baskets of books with approximate reading levels available.

		• Prior to each lesson below, review "GETTING READY" for specific materials needed. • Administer pre-assessment questions (which one(s) at teacher discretion; see Heinemann website)
Bend I: Building a Powerful Reading Life		
Lesson 1		• Session 1: Building a Powerful Reading Life (p. 4) • Teaching Point: Readers make plans to set themselves up for the best possible reading lives, and then they put those plans into action. • Prepare reading logs • See p. 13, Figs. 1-1 & 1-2
Lesson 2		• Session 2: Reading As If Books Are Gold (p. 14) • Teaching Point: Readers can choose to read like curmudgeons, cranky and bored, or they can choose to read as if books are gold. • Prepare *Each Kindness* excerpt (available on Heinemann website) • Chart: "To Make Reading the Best It Can Be, I Will . . ."
Lesson 3		• Session 3: Finding Within-Reach Books, and Reading Tons of Them (p. 25) • Teaching Point: Readers learn to choose books that are just right for them and to monitor as they read, so they can spend their time reading lots of books with accuracy and comprehension. • Charts: "Signs to Watch for When Choosing a Book," "To Make Reading the Best It Can Be, I Will . . ."
Lesson 4		• A Day for Assessment (p. 35)
Lesson 5		• Session 4: Setting Goals and Tracking Progress (p. 37) • Teaching Point: It helps readers to set clear reading goals and to track their progress toward those goals. • Prepare teacher reading log • Prepare "Reading Fast, Strong, and Long" bookmarks • Charts: "To Make Reading the Best It Can Be, I Will . . .," "Reading Fast, Strong, and Long"
Lesson 6		• Session 5: Setting Up Systems to Find and Share

		Books (p. 46) • <u>Teaching Point</u>: Readers can draw on their reading interests to create systems for finding and sharing books within a community of readers. • <u>See</u> p. 49, Figs. 5-1 & 5-2 • <u>Charts</u>: "To Make Reading the Best It Can Be, I Will . . .," "Finding Great Books"
Lesson 7		• <u>Session 6</u>: Reading in the Company of Partners (p. 56) • <u>Teaching Point</u>: Reading need not be a solitary enterprise; readers can develop partnerships that support their reading. • <u>See</u> p. 59, Fig. 6-1, & p. 61, Fig. 6-2 • <u>Charts</u>: "Questions to Ask to Get to Know a Reading Partner," "Tips for Interviewing a Reader"
Bend II: Understanding the Story		
Lesson 8	• Read *Stone Fox* through end of Chp. 1	• <u>Session 7</u>: Readers Check for Comprehension (p. 68) • <u>Teaching Point</u>: Readers give themselves comprehension checks as they read, asking themselves questions to make sure they understand what is going on in their books. • <u>Prepare</u> Tin Man image • <u>Prepare</u> "Readers Give Themselves a Comprehension Check by Asking . . ." bookmarks • <u>See</u> p. 76, Figs. 7-3 & 7-4 • <u>Read</u> *Stone Fox* Chp. 2 through "The wagon disappeared down the road in a cloud of dust" (13). • <u>Chart</u>: "Readers Give Themselves a Comprehension Check by Asking . . ."
Lesson 9	• Read *Stone Fox* through bottom of p. 13, excluding excerpt to be read in Reading Workshop	• <u>Session 8</u>: Follow Textual Cues as You Read: Shift between Envisioning and Assembling Facts (p. 79) • <u>Teaching Point</u>: Readers ask themselves, "What mind-work does this text want me to do?" Sometimes, as they read, they will need to make movies in their mind, and other times, they will need to collect information. • <u>See</u> p. 85, Fig. 8-2, p. 88, Figs. 8-3 & 8-4, & p. 90,

		Fig. 8-6 • <u>Read</u> *Stone Fox* from "That evening little Willy made . . ." (13), and read through ". . . plow had to be located and rented" (17). • <u>Charts</u>: "Readers Give Themselves a Comprehension Check by Asking . . . ," "Readers Understand a Story by . . ."
Lesson 10	• Read *Stone Fox* through end of Chp. 4	• <u>Session 9</u>: Prediction (p. 91) • <u>Teaching Point</u>: Readers draw on many elements to come up with predictions about the stories they read, and as they continue to read, they re-examine their predictions in light of new information. • <u>See</u> p. 96, Figs. 9-1 & 9-2, & p. 97, Fig. 9-3 • <u>Chart</u>: "Readers Understand a Story by . . ."
Lesson 11	• Read *Stone Fox* through "'I don't know. But I will. You'll see'" (40).	• <u>Session 10</u>: Making Higher-Level Predictions (p. 103) • <u>Teaching Point</u>: Readers make predictions that not only tell the main things they think are likely to happen later in the story, but also include details about how those things might happen. They do this by drawing on specifics from the story and including details in their predictions. • <u>See</u> p. 112, Figs. 10-1, 10-2, & 10-3 • <u>Read</u> *Stone Fox* from "That afternoon little Willy stepped into the bank . . ." (40), and read through ". . . happened to be five hundred dollars" (45). • <u>Chart</u>: "Readers Understand a Story by . . ."
Lesson 12	• Read *Stone Fox* through end of Chp. 5	• <u>Session 11</u>: Retelling Stories (p. 114) • <u>Teaching Point</u>: Readers retell books as a way to lay the story out for others so it can be a topic for discussion, and for themselves so they can think it over. • <u>See</u> p. 122, Figs. 11-1 & 11-2 • <u>Chart</u>: "Readers Understand a Story by . . ."
Lesson 13		• <u>Session 12</u>: Readers Decide How to Lift the Level of Their Reading and Recruit Partners to Support Them (p. 124)

		• <u>Teaching Point</u>: When readers discuss their books with others, their reading skills improve. • <u>Chart</u>: "Ways Partners Can Work Together to Lift the Level of Each Other's Reading Work"
Bend III: Tackling More Challenging Texts		
Lesson 14		• <u>Session 13</u>: Tackling Complex Texts Takes Grit (p. 130) • <u>Teaching Point</u>: To go from being a good reader to being a great reader, it takes grit! • <u>Prepare</u> Reading Grit Test • <u>See</u> p. 135, Fig. 13-1, & p. 139, Fig. 13-2
Lesson 15	• Read *Stone Fox* through end of Chp. 6	• <u>Session 14</u>: Figuring Out Hard Words (p. 141) • <u>Teaching Point</u>: Readers with grit have a repertoire of strategies that they use to figure out the meaning of hard words, and they use one and then another until they figure it out. • <u>See</u> p. 144, Fig. 14-1, & p. 147, Fig. 14-2 • <u>Chart</u>: "Readers Climb the Hurdle of Hard Words by . . ."
Lesson 16		• <u>Session 15</u>: Using Textual Clues to Figure Out the Meaning of Unfamiliar Words (p. 149) • <u>Teaching Point</u>: Sometimes readers can easily decode every word that is on the page but still not understand what is actually happening in the text. When this happens, they can figure out the definitions of the hard words by using textual clues. • <u>Prepare</u> excerpts from *Stone Fox* using contextual clues • <u>Prepare</u> passage from *Stone Fox* based on identifying pronouns and what they reference • <u>Prepare</u> "Readers Climb the Hurdle of Hard Words" / "Readers Understand a Story by . . ." bookmarks • <u>Charts</u>: "Clues Authors Leave Readers to Solve Tricky Words," "Readers Climb the Hurdle of Hard Words by . . ."

Lesson 17	• Read *Stone Fox* through end of Chp. 7	• <u>Session 16</u>: Making Sense of Figurative Language (p. 159) • <u>Teaching Point</u>: Authors sometimes use figurative language that can be confusing, and readers need to use contextual clues to make sense of these figures of speech. • <u>Prepare</u> excerpts from *Stone Fox* using figurative language • <u>Chart</u>: "Readers Climb the Hurdle of Hard Words by . . ."
Lesson 18	• Read *Stone Fox* through end of Chp. 8	• <u>Session 17</u>: Talking Back to the Text (p. 167) • <u>Teaching Point</u>: Readers notice when a text prompts them to ask questions, and they mull these over, often revisiting earlier parts of the text and rethinking, to come up with possible answers. • <u>See</u> p. 173, Figs. 17-1 & 17-2, & p. 176, Figs. 17-3 & 17-4
Lesson 19	• Read *Stone Fox* through end of Chp. 10	• <u>Session 18</u>: Raising the Level of Questions to Unearth Deeper Meaning: Considering Author's Purpose (p. 178) • <u>Teaching Point</u>: Readers gather information from their texts to try to understand the author's purpose. • <u>Prepare</u> "Why did the author include that?" questions • <u>Prepare</u> "Readers Gather Information about the Author's Purpose by . . ." bookmarks • <u>See</u> p. 182, Fig. 18-1
Lesson 20		• <u>Session 19</u>: Celebration (p. 187) • <u>Teaching Point</u>: Readers write to make sense of and remember reading experiences. • <u>Children will create</u> two pieces of writing: one to hold onto their memories of a cherished book, and another to hold onto the memories of their learning.
Lesson 21		• Administer post-assessment questions (same as used for pre-assessment)

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 1 standards-based report card.

Formative Assessments:
- Students' answers to pre-assessment questions prior to the unit
- 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.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students' jottings on Post-It notes

Summative Assessments:
- Students' answers to post-assessment questions at the conclusion of the unit
- Formal Running Records utilizing the Fountas & Pinnell Benchmark Assessments

Resources
Core
- *Building a Reading Life* (Grade 3, Unit 1)
- *Stone Fox* by John Reynolds Gardiner (Level P)
- Note-taking system for conferencing
- Reader's Notebook(s) and Folders

Supplemental
- *Cam Jansen and the Mystery of the Stolen Diamonds* by David A. Adler (Level L)
- *Judy Moody Gets Famous!* by Megan McDonald (Level M)
- *Stink: The Incredible Shrinking Kid* by Megan McDonald (Level M)
- *Junie B. Jones and the Stupid Smelly Bus* by Barbara Park (Level M)
- *Shoeshine Girl* by Clyde Robert Bulla (Level N)
- *Donovan's Word Jar* by Monalisa DeGross (Level N)
- *How to Be Cool in the Third Grade* by Betsy Duffey (Level N)
- *Ramona the Pest* by Beverly Cleary (Level O)
- *The Hundred Dresses* by Eleanor Estes (Level P)
- *Gooseberry Park* by Cynthia Rylant (Level P)
- *Tales of a Fourth Grade Nothing* by Judy Blume (Level Q)
- *Sarah, Plain and Tall* by Patricia MacLachlan (Level R)
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries

Time Allotment
- mid September – mid October

UNIT 2
Mystery: Foundational Skills in Disguise

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.3.1	Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
CCS.ELA-Literacy.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).
CCS.ELA-Literacy.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).
CCS.ELA-Literacy.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.

CCS.ELA-Literacy.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CCS.ELA-Literacy.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
CCS.ELA-Literacy.SL.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.
CCS.ELA-Literacy.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CCS.ELA-Literacy.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCS.ELA-Literacy.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
CCS.ELA-Literacy.L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.
CCS.ELA-Literacy.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*).

Unit Essential Questions

- How do I understand mystery books?
- How do I keep tracks of clues as I read?
- How do I raise the level of my mystery reading?
- How do I work effectively with a reading partner?
- How does reading mysteries help me read any type of fiction?

Scope and Sequence

<table>
<tr><td colspan="3">Mystery: Foundational Skills in Disguise</td></tr>
<tr><td></td><td>Interactive Read-Aloud</td><td>Reading Workshop</td></tr>
<tr><td>Prior to Unit</td><td></td><td>• Administer pre-assessment questions (which one(s) at teacher discretion; see Heinemann website)</td></tr>
<tr><td colspan="3">Bend I: Understanding the Mystery</td></tr>
<tr><td>Lesson 1</td><td></td><td>• <u>Session 1</u>: Whodunit? Drawing on All We Know about Solving Mysteries to Read Mysteries (p. 4)
• <u>Teaching Point</u>: Once a reader realizes that a book is a mystery, that reader first asks, "What's the mystery here?" and "Who is the crime solver?"
• <u>See</u> p. 9, Figs. 1-1 & 1-2
• <u>Read</u> *The Absent Author* back blurb
• <u>Chart</u>: "Readers of Mysteries . . ."</td></tr>
<tr><td>Lesson 2</td><td>• Read *The Absent Author* through end of Chp. 2</td><td>• <u>Session 2</u>: Mystery Readers Try to Solve the Mystery before the Crime Solver Does (p. 13)
• <u>Teaching Point</u>: Mystery readers try to solve the</td></tr>
</table>

		mystery before the crime solver does. To do this, mystery readers pay close attention to story details that might be clues, and then use those clues to solve the mystery. • Prepare sample Post-it note about a suspect based on Chp. 2 of *The Absent Author* • See p. 18, Fig. 2-1, p. 20, Fig. 2-2, & p. 22, Fig. 2-3 • Read *The Absent Author* pp. 11-12 • Charts: "Readers of Mysteries . . . ," "Talking about Our Mysteries"
Lesson 3	• Read *The Absent Author* through end of Chp. 4	• Session 3: Mystery Readers Do a Special Kind of Predicting (p. 26) • Teaching Point: The only way mystery readers can predict or think forward to figure out who did the crime is to think backward. Mystery readers think back about each character to consider if he or she might be a suspect. • See p. 32, Figs. 3-1 & 3-2, p. 34, Fig. 3-3, & p. 35, Fig. 3-4 • Read *The Absent Author* pp. 35-38 • Chart: "Readers of Mysteries . . ."
Lesson 4	• Read *The Absent Author* through end of Chp. 6	• Session 4: When the Going Gets Tough, Readers Need Strategies • Teaching Point: When mystery readers come to tricky parts of books or start new books that feel tricky, they take action and use strategies to deal with the problem. • Prepare Michelle and Richard sample responses • See p. 45, Fig. 4-1, p. 48, Figs. 4-2 & 4-3, & p. 50, Fig. 4-4 • Read *The Absent Author* pp. 4-5 with half the class, and pp. 52-53 with the other half • Charts: "If this part is tricky . . . you could try to . . . ," "Readers of Mysteries . . ."
Lesson 5		• Session 5: Thoughtful Writing and Talking about Reading (p. 51) • Inquiry Question: When a reader writes skillfully to think more about reading, what would that writing look like?

		• <u>See</u> p. 55, Fig. 5-1, p. 58, Figs. 5-2 & 5-3, & p. 59, Fig. 5-4 • <u>Read</u> *The Absent Author* pp. 51-53 • <u>Chart</u>: "Ways to Strengthen Writing about Reading"
Lesson 6	• Read *The Absent Author* through end of Chp. 7	• <u>Session 6</u>: Mystery Readers, like Crime Solvers, Often Collaborate with Partners to Solve Mysteries (p. 60) • <u>Teaching Point</u>: Just as great detectives often depend on a partner to solve crimes, great readers of mysteries also often depend on a partner to discuss ideas and solve mysteries. • <u>See</u> p. 64, Fig. 6-1, p. 66, Fig. 6-2, & p. 68, Fig. 6-3 • <u>Read</u> *The Absent Author* pp. 56-57 • <u>Charts</u>: "Co-Detective Reading Partners Help Each Other!" "Readers of Mysteries . . . ," "If this part is tricky . . . you could try to . . ."
Lesson 7	• Read *The Absent Author* through end of Chp. 9	• <u>Session 7</u>: Holding Onto the Mystery, Even When the Book Is Long and Tricky (p. 69) • <u>Teaching Point</u>: When mystery readers tackle long books, they use strategies to remember what they've already read, to hold onto the story as they read on. At the ends of chapters they might think about the main event and small details that really matter. • <u>See</u> p. 72, Fig. 7-1, & p. 75, Fig. 7-2 • <u>Read</u> *The Absent Author* pp. 35-39 • <u>Charts</u>: "*The Absent Author* Timeline," "Readers of Mysteries . . . ," "Questions to Ask When You Pause Your Reading"
Bend II: Raising the Level of Mystery Reading		
Lesson 8	• Read *The Absent Author* through end of book	• <u>Session 8</u>: How Mystery Books Go: Patterns and Common Characteristics (p. 80) • <u>Inquiry Questions</u>: What's the same across all mysteries? How do mystery books go? • <u>See</u> p. 85, Fig. 8-1, & p. 87, Fig. 8-2 • <u>Read</u> short mystery that can be read aloud in its entirety during the mini-lesson, such as *Nate the Great and the Phony Clue*

		• <u>Chart</u>: "How Do Mystery Books Go?"
Lesson 9		• <u>Session 9</u>: "Reading On, Influenced by Knowing How Mysteries Usually Go" (p. 90) • <u>Teaching Point</u>: Once a reader figures how a kind of book is apt to go, that knowledge helps him or her read differently. When reading mysteries, readers know to look for suspects, crime solvers, clues, and other things specific to that genre. • <u>See</u> p. 92, Fig. 9-1 • <u>Charts</u>: "How Do Mystery Books Go?" "Readers of Mysteries . . . ," "Mystery Readers Look For . . ."
Lesson 10	• Read *The Diamond Mystery* through end of Chp. 1	• <u>Session 10</u>: Raising the Level of Partner Talk (p. 95) • <u>Teaching Point</u>: When strong readers run into trouble, they get help from their reading partner, who can offer positive support and suggest specific strategies. • <u>See</u> p. 103, Fig. 10-2 • <u>Charts</u>: "Mystery Readers Look For . . . ," "Co-Detective Reading Partners Help Each Other!" "Readers of Mysteries . . . ," "Ways to Strengthen Writing about Reading"
Lesson 11	• Read *The Diamond Mystery* through end of Chp. 3	• <u>Session 11</u>: The Red Herring: Throwing Readers and Detectives Off the Right Track (p. 104) • <u>Teaching Point</u>: One of the most common characteristics of mysteries is the red herring, a false clue devised by the author to throw readers and detectives off the right track. • <u>Prepare</u> Post-it notes about clues from *The Diamond Mystery* • <u>See</u> p. 109, Fig. 11-1, & p. 112, Fig. 11-2 • <u>Read</u> *The Diamond Mystery* pp. 26-27 • <u>Charts</u>: "Readers of Mysteries . . . ," "Mystery Readers Look For . . ."
Lesson 12	• Read *The Diamond Mystery* through end of Chp. 5	• <u>Session 12</u>: Finding Hidden Clues (p. 114) • <u>Teaching Point</u>: When readers are surprised by the solution of a mystery, they go back and think about the hidden clues they may have missed along the

		way. • <u>See</u> p. 120, Fig. 12-1, & p. 121, Fig. 12-2 • <u>Read</u> *The Diamond Mystery* pp. 18-21 & p. 29 • <u>Charts</u>: "How to Find Hidden Clues," "Mystery Readers Look For . . ."
Lesson 13	• Read *The Diamond Mystery* through end of Chp. 6	• <u>Session 13</u>: What Kind of Mind-Work Does This Mystery Want the Reader to Do? (p. 124) • <u>Teaching Point</u>: A text will signal readers when to slow down and read closely, and when to speed quickly through pages. • <u>See</u> p. 131, Fig. 13-1 • <u>Read</u> *The Diamond Mystery* pp. 41-44 • <u>Charts</u>: "Readers Understand a Story by . . . ," "Readers of Mysteries . . . ," "Places Worth Closely Reading in a Mystery Book," "When Talking about Your Close Reading / When Listening to a Partner about Close Reading"
Lesson 14	• Read *The Diamond Mystery* through end of book	• <u>Session 14</u>: Self-Assessment, Goals, and Practice! (p. 134) • <u>Teaching Point</u>: Readers improve by thinking about how they can get stronger as readers, set specific goals, and then work on achieving those goals. • <u>Prepare</u> Post-it jot retelling Chp. 7 of *The Diamond Mystery* • <u>See</u> p. 136, Fig. 14-1, & p. 137, Figs. 14-2 & 14-3
Bend III: Reading Mysteries Can Help You Read Any Kind of Fiction		
Lesson 15		• Use a demonstration text for Bend III to show how to apply mystery-reading skills to a familiar fiction book (e.g., *Stone Fox*). • <u>Session 15</u>: Readers Apply the Work of One Kind of Fiction to *All* Fiction (p. 140) • <u>Teaching Point</u>: Skilled readers of mysteries can use mystery-reading skills to read any fiction book really well. • <u>Prepare</u> Reading Grit Test • <u>See</u> p. 144, Fig. 15-1, p. 145, Fig. 15-2, & p. 148, Fig.

		15-3
Lesson 16		• <u>Session 16</u>: Fiction Readers Solve Mysteries that Relate to Character and Plot (p. 150) • <u>Teaching Point</u>: Great readers of fiction know and think a lot about what matters, especially characters, Based on the clues that they find, readers make predictions. • <u>See</u> p. 154, Fig. 16-1, & p. 155, Fig. 16-2 • <u>Charts</u>: "Talking about Our Mysteries," "How to Find Hidden Clues"
Lesson 17		• <u>Session 17</u>: Using Clues to Drive Predictions (p. 159) • <u>Teaching Point</u>: Fiction readers think about what has happened already in the story and about characters. Based on the clues that they find, readers make predictions. • <u>See</u> p. 163, Fig. 17-1, p. 164, Fig. 17-2, & p. 165, Fig. 17-3
Lesson 18		• <u>Session 18</u>: Celebration (p. 168) • <u>Teaching Point</u>: Skilled readers read with alertness, figuring things out for themselves. They are aware of this mind-work, they think about their thinking, and they talk to others about their thinking. • <u>See</u> p. 169, Fig. 18-1, p. 170, Fig. 18-2, & p. 171, Fig. • 18-3
Lesson 19		• Administer post-assessment questions (same as used for pre-assessment)

Assured Assessments
Student performance on the following assessments will be reflected on the Trimester 1 standards-based report card.

Formative Assessments:
• Students' answers to pre-assessment questions prior to the unit
• 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.
• Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
• Students' jottings on Post-It notes

Summative Assessments:
- Students' answers to post-assessment questions at the conclusion of the unit

Resources
Core
- *Mystery: Foundational Skills in Disguise* (Grade 3, If/Then Unit)
- *The Absent Author* by Ron Roy (Level N)
- *The Diamond Mystery* by Martin Widmark (Level unknown)
- Note-taking system for conferencing
- Reader's Notebook(s) and Folders

Supplemental
- *Nate the Great and the Phony Clue* by Marjorie Weinman Sharmat (Level K)
- *Nate the Great and the Sticky Case* by Marjorie Weinman Sharmat (Level K)
- the *Cam Jansen* series by David A. Adler (Levels J-N)
- the *Nate the Great* series by Marjorie Weinman Sharmat (Level K)
- the *Amber Brown* series by Paula Danziger (Levels K-O)
- the *Judy Moody* series by Megan McDonald (Level M)
- *Amber Brown is Not a Crayon* by Paula Danziger (Level N)
- the *A to Z Mysteries* series by Ron Roy (Levels N-P)
- the *Chet the Gecko* series by Bruce Hale (Level O)
- the *Whodunit Detective Agency* series by Martin Widmark (Levels unknown)
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries

Time Allotment
- late October – November

UNIT 3
Reading to Learn: Grasping Main Ideas and Text Structures

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.3.1	Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.RI.3.1	Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
CCS.ELA-Literacy.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
CCS.ELA-Literacy.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.

CCS.ELA-Literacy.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.
CCS.ELA-Literacy.RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
CCS.ELA-Literacy.RI.3.6	Distinguish their own point of view from that of the author of a text.
CCS.ELA-Literacy.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).
CCS.ELA-Literacy.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).
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CCS.ELA-Literacy.W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CCS.ELA-Literacy.W.3.7	Conduct short research projects that build knowledge about a topic.
CCS.ELA-Literacy.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.

CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.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.
CCS.ELA-Literacy.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
CCS.ELA-Literacy.SL.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.
CCS.ELA-Literacy.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CCS.ELA-Literacy.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCS.ELA-Literacy.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
CCS.ELA-Literacy.L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.
CCS.ELA-Literacy.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*).

Unit Essential Questions

- How do I determine importance in expository text?
- How do I use text features to help me read and understand?
- How do I lift the level of my thinking about expository text?
- How do I synthesize and grow ideas in narrative nonfiction text?
- How do I create goals with my partner to improve my reading?

Scope and Sequence

Reading to Learn: Grasping Main Ideas and Text Structures		
	Interactive Read-Aloud	**Reading Workshop**
Prior to Unit		• Administer pre-assessment questions (which one(s) at teacher discretion; see Heinemann website)
Bend I: Determining Importance in Expository Texts		
Lesson 1	• Read nonfiction text excerpts, paying particular attention to those available on the Heinemann website	• Use *Gorillas* for Lesson 1. • <u>Session 1</u>: Previewing Nonfiction (p. 4) • <u>Teaching Point</u>: Readers prepare to read nonfiction by previewing it, identifying the parts, and thinking about how the book seems like it will go. • <u>See</u> p. 10, Fig. 1-1, & p. 13, Fig. 1-2 • <u>Chart</u>: "Rev Up Your Mind Before Reading Nonfiction"
Lesson 2		• <u>Session 2</u>: Looking for Structure within a Nonfiction Text (p. 15) • <u>Teaching Point</u>: Readers pause along the way to summarize important information, so that they take in and remember what they read. • <u>Prepare</u> "What Adaptations Help Gorillas Survive?" excerpt • <u>Prepare</u> "Rev Up Your Mind Before Reading Nonfiction" bookmarks • <u>See</u> p. 17, Fig. 2-1, & p. 20, Figs. 2-4 & 2-5 • <u>Charts</u>: "Rev Up Your Mind Before Reading Nonfiction," "To Learn from Expository Texts,"

		"Signs to Watch for When Choosing a Book"
Lesson 3		• <u>A Day for Assessment</u> (p. 25)
Lesson 4		• <u>Session 3</u>: Grasping Main Ideas in Nonfiction Texts (p. 26) • <u>Teaching Point</u>: Nonfiction readers take in more when they organize information into categories as they read. • <u>Prepare</u> memory game • <u>Prepare</u> *The Weird and Wonderful Octopus* excerpt • <u>See</u> p. 31, Figs. 3-5 & 3-6, p. 33, Figs. 3-7 & 3-8, p. 34, Figs. 3-9 & 3-10, & p. 35, Fig. 3-11 • <u>Chart</u>: "To Learn from Expository Texts"
Lesson 5		• <u>Session 4</u>: Becoming Experts and Teaching Others from Nonfiction Texts (p. 37) • <u>Teaching Point</u>: Readers teach others what they've learned from their nonfiction texts, paying close attention to the main ideas and supporting details. • <u>Prepare</u> *Frogs and Toads* excerpts • <u>See</u> p. 42, Fig. 4-1, p. 44, Fig. 4-2, & p. 45, Fig. 4-3 • <u>Charts</u>: "To Teach Well . . . ," "To Learn from Expository Texts"
Lesson 6		• <u>Session 5</u>: Tackling Complexity (p. 47) • <u>Teaching Point</u>: Readers can meet the challenge of drafting and revising a main idea. • <u>Prepare</u> text with photographs • <u>Chart</u>: "To Learn from Expository Texts"
Lesson 7		• <u>Session 6</u>: Getting Better Requires Clear Goals and Deliberate Work (p. 53) • <u>Teaching Point</u>: Teachers analyze their own reading skills, reflecting on what they do well and what they could improve upon. To grow, readers come up with clear goals as well as plans for achieving those goals. • <u>Prepare</u> YouTube links of octopi • <u>See</u> p. 54, Figs. 6-1 & 6-2, & p. 57, Figs. 6-3 & 6-4
Bend II: Lifting the Level of Thinking about Expository Texts		
Lesson 8	• Read nonfiction	• <u>Session 7</u>: Reading for Significance: Approaching

	text excerpts, paying particular attention to those available on the Heinemann website	Nonfiction Reading as a Learner (p. 62) • Teaching Point: Readers read nonfiction to learn, monitoring for significance, and working to find something of interest in the text. • Prepare text excerpts • See p. 67, Fig. 7-2, & p .69, Fig. 7-4 • Chart: "To Learn from Expository Texts"
Lesson 9		• Session 8: Reading Differently because of Conversations (p. 70) • Teaching Point: When readers know they will be discussing a text, they gather their thoughts and prepare as they read. • See p. 74, Figs. 8-2 & 8-3, p. 75, Figs. 8-4 & 8-5, & p. 77, Fig. 8-6 • Charts: "Talking and Thinking in Response to Our Texts," "Rev Up Your Mind Before Reading Nonfiction"
Lesson 10		• Session 9: Distinguishing Your Own Opinion from That of the Author (p. 78) • Teaching Point: To talk and think about a text, it is helpful for a reader to separate his or her perspective on a topic from the perspective of the text he or she is reading. The author of a text may have a point of view that is different from the reader's point of view. • Prepare "Look Out for Those Teeth!" excerpt • See p. 81, Figs. 9-1 & 9-2, & p. 82, Fig. 9-3 • Chart: "Determining Perspective in Nonfiction Books"
Lesson 11		• Session 10: Lifting the Level of Students' Talk (p. 85) • Teaching Point: Great conversation about a book uses specific details from that book. • See p. 112, Figs. 10-1, 10-2, & 10-3 • Chart: "Qualities of Great Conversations"
Bend III: Synthesizing and Growing Ideas in Narrative Nonfiction		
Lesson 12	• Read nonfiction text excerpts,	• Session 11: Using Text Structure to Hold On to Meaning in Narrative Nonfiction (p. 90)

	paying particular attention to those available on the Heinemann website	• <u>Teaching Point</u>: Readers use different ways of reading for different text structures. They begin by identifying the type of structure nonfiction text follows, then use this information to help them organize their understanding of the text. • <u>Prepare</u> biography excerpt • <u>See</u> p. 98, Figs. 11-1 & 11-2, & p. 99, Fig. 11-3 • <u>Charts</u>: "Rev Up Your Mind Before Reading Nonfiction," "Questions Narrative Nonfiction Readers Can Ask"
Lesson 13		• <u>Session 12</u>: Summarizing Narrative Nonfiction (p. 100) • <u>Teaching Point</u>: Readers recognize the important details that contribute to the overarching storyline, and learn how to synthesize secondary details and storylines into the larger story. • <u>See</u> p. 106, Fig. 12-1
Lesson 14		• <u>Session 13</u>: Tackling Hard Words that Complicate Meaning (p. 107) • <u>Teaching Point</u>: Good readers self-monitor, striking a balance between reading fluently and stopping to regain meaning when encountering unfamiliar vocabulary. • <u>Prepare</u> "Readers Climb the Hurdle of Hard Words by . . ." bookmarks • <u>See</u> p. 108, Figs. 13-2 & 13-3, & p. 109, Figs. 13-4 & 13-5
Lesson 15		• <u>Session 14</u>: Reading Biographies through Different Lenses (p. 111) • <u>Teaching Point</u>: Readers of narrative nonfiction read with different lenses. One of those lenses is to understand the story, and another lens is to learn information. • <u>Prepare</u> biography excerpt • <u>See</u> p. 115, Fig. 14-1 • <u>Chart</u>: "When Reading Narrative Nonfiction . . ."

Lesson 16		• <u>Session 15</u>: Seeking Underlying Ideas in True Stories (p. 119) • <u>Teaching Point</u>: Readers seek out unifying ideas behind the texts they read. • <u>See</u> p. 125, Fig. 15-1, & p. 128, Figs. 15-5 & 15-6 • <u>Charts</u>: "Seeking Underlying Ideas in Stories," "When Reading Narrative Nonfiction . . ."
Lesson 17		• <u>Session 16</u>: Bringing Your Narrative Nonfiction Lenses to a Broader Range of Texts (p. 129) • <u>Teaching Point</u>: Readers use what they know about understanding fictional characters when they are reading narrative nonfiction. • <u>See</u> p. 134, Figs. 16-2, 16-3, & 16-4 • <u>Charts</u>: "When Reading Narrative Nonfiction . . .," "Rev Up Your Mind Before Reading Nonfiction"
Lesson 18		• <u>Session 17</u>: Identifying When a Text Is Hybrid Nonfiction and Adjusting Accordingly (p. 139) • <u>Teaching Point</u>: Readers of hybrid nonfiction use authors' signals to shift between using narrative and expository strategies. • <u>Prepare</u> hybrid text excerpt • <u>Prepare</u> "Story Elements" charts for homework • <u>Charts</u>: "When Reading Narrative Nonfiction . . .," "To Learn from Expository Texts"
Lesson 19		• <u>Session 18</u>: Becoming Your Own Reading Coach (p. 147) • <u>Teaching Point</u>: Readers develop stamina and skill by self-assessment and studying their own work.
Lesson 20		• <u>Session 19</u>: A Celebration (p. 151) • <u>Teaching Point</u>: Readers can create monuments to their nonfiction reading lives, helping them create a physical manifestation of their learning.
Lesson 21		• Administer post-assessment questions (same as used for pre-assessment)

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 2 standards-based report card.

Formative Assessments:
- Students' answers to pre-assessment questions prior to the unit
- 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.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students' jottings on Post-It notes

Summative Assessments:
- Students' answers to post-assessment questions at the conclusion of the unit

Resources

Core
- *Reading to Learn: Grasping Main Ideas and Text Structures* (Grade 3, Unit 2)
- *Gorillas* by Lisa MaManus
- *Frogs and Toads* by Bobbie Kalman
- Note-taking system for conferencing
- Reader's Notebook(s) and Folders

Supplemental
- *The Weird and Wonderful Octopus* by Lucy Calkins and Kathleen Tolan (accessible online via www.heinemann.com)
- Ezra Jack Keats biography excerpt by the University of Southern Mississippi (accessible online via www.heinemann.com)
- *The Story of Ruby Bridges* excerpt by Robert Coles (accessible online via www.heinemann.com) (Level O)
- *Cactus Hotel* excerpt by Brenda Z. Guiberson (accessible online via www.heinemann.com) (Level M)
- *George Washington's Breakfast* excerpt by Jean Fritz (accessible online via www.heinemann.com) (Level P)
- "Biographies for Grades 3-5 Book List." https://www.scholastic.com/teachers/lists/teaching-content/biographies-for-grades-3-5/. Web.
- "Biographies for 3rd and 4th Graders." http://www.teachingkidsbooks.com/3rd-4th-grade/biographies-for-3-4th-graders. Web.
- "Reading Comprehension Worksheets – Biographies." https://worksheetsplus.com/Reading/BiographyStoryList.html. Web.
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries

Time Allotment
- December – mid January

UNIT 4
Character Studies

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.3.1	Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.RL.3.6	Distinguish their own point of view from that of the narrative or those of the characters.
CCS.ELA-Literacy.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).
CCS.ELA-Literacy.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).
CCS.ELA-Literacy.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.

CCS.ELA-Literacy.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.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.
CCS.ELA-Literacy.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
CCS.ELA-Literacy.SL.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.
CCS.ELA-Literacy.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CCS.ELA-Literacy.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCS.ELA-Literacy.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
CCS.ELA-Literacy.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*).

Unit Essential Questions

- How do I get to know a character?
- How do I follow a character across a story?
- How do I compare and contrast characters across books?

Scope and Sequence

<table>
<tr><td colspan="3" align="center">Character Studies</td></tr>
<tr><td></td><td align="center">Interactive Read-Aloud</td><td align="center">Reading Workshop</td></tr>
<tr><td>Prior to Unit</td><td></td><td>• Administer pre-assessment questions (which one(s) at teacher discretion; see Heinemann website)</td></tr>
<tr><td colspan="3" align="center">Bend I: Getting to Know a Character as a Friend</td></tr>
<tr><td>Lesson 1</td><td>• Read <i>Because of Winn-Dixie</i> through end of Chp. 2</td><td>
• <u>Session 1</u>: Readers Notice How a New Character Talks and Acts (p.4)
• <u>Teaching Point</u>: Readers get to know the main character in their book in the same way as they get to know a new friend, noticing how the character talks and acts.
• <u>Prepare</u> "Readers Understand a Story by . . ." and "Reading Fast, Strong, and Long" bookmarks
• <u>See</u> p. 10, Fig. 1-1
• <u>Charts</u>: "Signs to Watch for When Choosing a Book," "Getting to Know a Character"
</td></tr>
<tr><td>Lesson 2</td><td>• Read <i>Because of Winn-Dixie</i> through end of Chp. 4</td><td>
• <u>Session 2</u>: From Observations to Ideas: Readers Think, "What Is My Character Like?" (p. 12)
• <u>Teaching Point</u>: Once readers have gotten to know some things about a character, they study their observations to think, "What kind of person is this?"
</td></tr>
</table>

		• <u>See</u> p. 15, Fig. 2-1 • <u>Charts</u>: "Signs to Watch for When Choosing a Book," "Getting to Know a Character"
Lesson 3	▨	• <u>A Day for Assessment</u> (p. 22)
Lesson 4	• Read *Because of Winn-Dixie* through end of Chp. 7	• <u>Session 3</u>: Noticing Patterns, Seeing More: Growing Theories about a Character (p. 23) • <u>Teaching Point</u>: Once readers move forward in a book, they notice patterns in a character's actions and feelings, and they use those patterns to develop a theory about the character. • <u>See</u> p. 29, Fig. 3-1, & p. 30, Fig. 3-2 • <u>Chart</u>: "Getting to Know a Character"
Lesson 5	• Read *Because of Winn-Dixie* through end of Chp. 8	• <u>Session 4</u>: Growing Bigger Theories about a Character: Asking Why (p. 34) • <u>Teaching Point</u>: Once readers have developed theories about characters, they challenge themselves to dig deeper, asking, "*Why* might the character be this way?" and then to think, "My bigger idea about the character is that ...." • <u>See</u> p. 41, Fig. 4-1 • <u>Charts</u>: "Getting to Know a Character," "Writing Long about a Theory"
Lesson 6	• Read *Because of Winn-Dixie* through end of Chp. 9	• <u>Session 5</u>: Using Theories about Characters to Predict (p. 43) • <u>Teaching Point</u>: Once readers understand a character in deeper ways and have a sense of who the character is, readers can use this knowledge to predict. • <u>See</u> p. 51, Fig. 5-1 • <u>Chart</u>: "Getting to Know a Character"
Lesson 7	• Read *Because of Winn-Dixie* through end of Chp. 12	• <u>Session 6</u>: Taking Stock and Self-Assessing: Looking at Checklists, Noticing Strengths and Weaknesses, and Making New Reading Goals (p. 52) • <u>Teaching Point</u>: Using the Narrative Learning Progression can help readers analyze their work and set new reading goals. • <u>Prepare</u> self-assessment materials (available on

		Heinemann website) • <u>See</u> p. 55, Fig. 6-1
Bend II: Following a Character's Journey		
Lesson 8	• Read *Because of Winn-Dixie* through end of Chp. 15	• <u>Use</u> *Peter's Chair* for Lesson 8. • <u>Session 7</u>: Stories Are Shaped like a Mountain: Readers Watch Characters Go Up – and Down (p. 58) • <u>Teaching Point</u>: All characters move across a story in predictable ways. Readers understand how characters fit into the shape of a story. • <u>See</u> p. 63, Fig. 7-1 • <u>Chart</u>: "Getting to Know a Character"
Lesson 9	• Read *Because of Winn-Dixie* through end of Chp. 17	• <u>Session 8</u>: Readers Expect Characters to Face – and React to – Trouble (p. 69) • <u>Teaching Point</u>: Readers expect characters to face problems. Readers notice what problems characters face and also how they react to these. • <u>See</u> p. 76, Fig. 8-1 • <u>Charts</u>: "Following a Character Up and Down the Story Mountain," "What Should We Think about as We Create Our Book Club Rules and Identity?"
Lesson 10	• Read *Because of Winn-Dixie* through end of Chp. 19	• <u>Session 9</u>: Readers Notice the Roles Secondary Characters Play in the Main Character's Journey (p. 78) • <u>Teaching Point</u>: Readers pay close attention to the roles that secondary characters in a story play in the main character's journey. Readers ask themselves, "Why did the author put this character into this story?" • <u>See</u> p. 85, Fig. 9-1, & p. 86, Fig. 9-2 • <u>Chart</u>: "Following a Character Up and Down the Story Mountain"
Lesson 11	• Read *Because of Winn-Dixie* through end of Chp. 21	• <u>Session 10</u>: Noticing the Roles Illustrations Play in a Story (p. 87) • <u>Inquiry Questions</u>: Why might authors include illustrations? What do pictures contribute or add to stories?

		• <u>See</u> p. 89, Fig. 10-1
Lesson 12	• Read *Because of Winn-Dixie* through end of Chp. 23	• <u>Session 11</u>: Readers Pay Close Attention to the Climax of a Story, Noticing How the Main Character Is Tested (p. 95) • <u>Teaching Point</u>: As readers near the end of the story, they anticipate that things will heat up and the character will be tested in some way. When this happens, readers notice how the character reacts, the choices the characters makes that set him or her in a new direction, and reflect on the significance of this moment to the character's journey. • <u>See</u> p. 99, Fig. 11-1 • <u>Charts</u>: "Following a Character Up and Down the Story Mountain," "Getting to Know a Character," "Use the Story Mountain to Guide Your Reading"
Lesson 13	• Read *Because of Winn-Dixie* through end of Chp. 25	• <u>Session 12</u>: Readers Notice How a Character Resolves Big Trouble (p. 104) • <u>Teaching Point</u>: Characters draw on traits and internal resources they have had all along to resolve their problems. • <u>Chart</u>: "Following a Character Up and Down the Story Mountain"
Lesson 14	• Read *Because of Winn-Dixie* through end of Chp. 26	• <u>Session 13</u>: Readers Learn Lessons Alongside Their Characters (p. 109) • <u>Teaching Point</u>: As a story nears the end and a character resolves his or her problems, characters, and readers too, learn lessons. • <u>See</u> p. 113, Fig. 13-1
Lesson 15		• <u>Session 14</u>: Lingering with a Story after It's Done: Looking Back to Analyze Author's Craft (p. 119) • <u>Teaching Point</u>: Once they get to the end of a book, expert readers think about how all the parts fit together to make the whole story. Readers examine how the parts of a story go together, noting what particular parts do, as well as how parts connect. • <u>Prepare</u> sorting activity

		• <u>Charts</u>: "Story Elements," "Prompts to Support Thinking about Author's Craft"
Bend III: Comparing and Contrasting Characters across Books		
Lesson 16	• Read *Make Way for Dyamonde Daniel* through end of Chp. 2	• <u>Session 15</u>: Comparing Characters: Noticing Similarities and Differences (p. 130) • <u>Teaching Point</u>: Readers think comparatively across books that go together in some way. They think about how the main characters are similar: they ways they behave, the things they say, as well as what they care about. They also think about how the characters are different. • <u>Prepare</u> sentence frames tool • <u>See</u> p. 133, Fig. 15-1, & p. 137, Fig. 15-2 • <u>Charts</u>: Getting to Know a Character," "Following a Character Up and Down the Story Mountain," "Comparing Characters that 'Go Together'"
Lesson 17	• Read *Make Way for Dyamonde Daniel* through end of Chp. 4	• <u>Session 16</u>: Readers Compare the Problems Characters Face – and Their Reactions (p. 139) • <u>Teaching Point</u>: One important way readers compare characters in two books is to notice and name the kinds of problems each one has, and the ways in which each reacts to these. • <u>See</u> p. 143, Fig. 16-1 • <u>Charts</u>: "Getting to Know a Character," "Comparing Characters that 'Go Together'"
Lesson 18	• Read *Make Way for Dyamonde Daniel* through end of Chp. 6	• <u>Session 17</u>: Readers Ask, "What Makes You Say That?": Engaging in Text-Based Mini-Arguments about Characters • <u>Teaching Point</u>: Readers can develop debatable ideas about characters across books by exploring a big question with no one "right" answer. They can use mini-arguments to share their ideas, supporting them with evidence from the text. • <u>See</u> p. 157, Fig. 17-1 • <u>Charts</u>: "Predictable Debate Questions," "Comparing Characters that 'Go Together'"

Lesson 19	• Read *Make Way for Dyamonde Daniel* through end of Chp. 8	• Session 18: Comparing and Contrasting the Lessons Characters Learn (p. 159) • Teaching Point: Another way to draw comparisons across books is by studying the lessons characters learn from the problems they encounter. • View videolink "Using a Learning Progression to Support Self-Assessment" • Chart: "Comparing Characters that 'Go Together'"
Lesson 20		• Session 19: Celebration (p. 170) • Children can work in clubs to develop text set book lists to be displayed within the school community.
Lesson 21		• Administer post-assessment questions (same as used for pre-assessment)

Assured Assessments
Student performance on the following assessments will be reflected on the Trimester 2 standards-based report card.

Formative Assessments:
• Students' answers to pre-assessment questions prior to the unit
• 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.
• Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
• Students' jottings on Post-It notes

Summative Assessments:
• Students' answers to post-assessment questions at the conclusion of the unit
• For students not meeting the September/October Benchmark, Formal Running Records utilizing the Fountas & Pinnell Benchmark Assessments

Resources
Core
• *Character Studies* (Grade 3, Unit 3)
• *Because of Winn-Dixie* by Kate DiCamillo (Level R)
• *Peter's Chair* by Ezra Jack Keats (Level J)
• *Make Way for Dyamonde Daniel* by Nikki Grimes (Level P)
• Note-taking system for conferencing
• Reader's Notebook(s) and Folders

Supplemental
• the *Amber Brown* series by Paula Danziger (Levels K-O)
• the *Judy Moody* series by Megan McDonald (Level M)

- the *Horrible Harry* series by Suzy Kline (Levels M-O)
- the *Ivy and Bean* series by Annie Barrows (Levels M-O)
- *My Name Is Maria Isabel* by Alma Flor Ada (Level N)
- the *Dragon Slayers' Academy* series by Kate McMullan (Level N)
- *Sable* by Karen Hesse (Level O)
- the *Geronimo Stilton* series by Geronimo Stilton (Level O)
- the *Clementine* series by Sara Pennypacker (Levels O-Q)
- *The Hundred Dresses* by Eleanor Estes (Level P)
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries

Time Allotment
- late January – February

UNIT 5
Research Clubs: Elephants, Penguins, and Frogs, Oh My!

Unit Goals

At the completion of this unit, students will:

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

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

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

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.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.

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

CCS.ELA-Literacy.RI.3.6   Distinguish their own point of view from that of the author
                                 of a text.

CCS.ELA-Literacy.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).

CCS.ELA-Literacy.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).

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

CCS.ELA-Literacy.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.
CCS.ELA-Literacy.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CCS.ELA-Literacy.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
CCS.ELA-Literacy.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CCS.ELA-Literacy.W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborative with others.
CCS.ELA-Literacy.W.3.7	Conduct short research projects that build knowledge about a topic.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.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.

CCS.ELA-Literacy.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
CCS.ELA-Literacy.SL.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.
CCS.ELA-Literacy.SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
CCS.ELA-Literacy.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CCS.ELA-Literacy.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCS.ELA-Literacy.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
CCS.ELA-Literacy.L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.
CCS.ELA-Literacy.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*).

Unit Essential Questions

- How do I research a topic?
- How do I start a second cycle of research?
- How do I synthesize, compare, and contrast across animals?

Scope and Sequence

<table>
<tr><td colspan="3" align="center">Research Clubs: Elephants, Penguins, and Frogs, Oh My!</td></tr>
<tr><td></td><td align="center">Interactive Read-Aloud</td><td align="center">Reading Workshop</td></tr>
<tr><td>Prior to Unit</td><td></td><td>• Administer pre-assessment questions (which one(s) at teacher discretion; see Heinemann website)</td></tr>
<tr><td colspan="3" align="center">Bend I: Researching a Topic</td></tr>
<tr><td>Lesson 1</td><td></td><td>• <u>Session 1</u>: Revving Up for a Research Project: Readers Orient Themselves to a Text Set (p. 3)
• <u>Teaching Point</u>: To learn about a topic, researchers look over their resources and organize them, read an easy book to get an overview, and skim tables of contents and illustrations to glean main subtopics.
• <u>Prepare</u> animal books and animal videos
• <u>See</u> p. 7, Fig. 1-1, & p. 9, Fig. 1-2
• <u>Charts</u>: "To Research . . . ," "To Learn from Expository Texts"</td></tr>
<tr><td>Lesson 2</td><td></td><td>• <u>Session 2</u>: Cross-Text Synthesis (p. 10)
• <u>Teaching Point</u>: As researchers dig into a topic, they identify subtopics within it, and as they read more about the subtopics, they synthesize the information the way experts do.
• <u>Prepare</u> Penguins and The Penguin excerpts
• <u>See</u> p. 14, Fig. 2-2
• <u>Charts</u>: "To Research . . . ," "Synthesizing Information in Conversation"</td></tr>
<tr><td>Lesson 3</td><td></td><td>• <u>A Day for Assessment</u> (p. 19)</td></tr>
<tr><td>Lesson 4</td><td></td><td>• <u>Session 3</u>: Using the Lingo of Experts (p. 21)
• <u>Teaching Point</u>: As readers read more about a subject, they learn and use that subject's technical vocabulary.
• <u>Prepare</u> "Word Bank for Penguin Topic"
• <u>See</u> p. 25, Fig. 3-1, & p. 27, Figs. 3-2 & 3-3
• <u>Chart</u>: "To Research . . ."</td></tr>
</table>

Lesson 5		• <u>Session 4</u>: Zeal Matters: Pursuing Collaborative Inquiries with Commitment (p. 30) • <u>Teaching Point</u>: Strong readers pitch in to collaborative reading work with enthusiasm and commitment. • <u>Prepare</u> link to "I Whistle a Happy Tune" • <u>See</u> p. 34, Fig. 4-2, & p. 37, Fig. 4-3 • <u>Chart</u>: "To Research . . ."
Lesson 6	• Read *The Whispering Land* excerpt	• <u>Session 5</u>: Growing Ideas about Nonfiction (p. 38) • <u>Teaching Point</u>: Readers can get ideas about nonfiction by paying close attention to the traits, motivations, and struggles of their nonfiction subject. • <u>See</u> p. 43, Fig. 5-1, & p. 45, Figs. 5-2 & 5-3 • <u>Charts</u>: "To Research . . . ," "Talking and Thinking in Response to Our Texts"
Lesson 7		• <u>Session 6</u>: Researchers Ask Questions (p. 47) • <u>Teaching Point</u>: Researchers analyze the information that they collect, asking and answering the all-important question: Why? • <u>See</u> p. 48, Fig. 6-1
Bend II: A Second Cycle of Research		
Lesson 8		• <u>Session 7</u>: Planning a Second Study (p. 52) • <u>Teaching Point</u>: Nonfiction readers plan how to study a new topic, using all they know about reading and research strategies. • <u>See</u> p. 57, Fig. 7-1 • <u>Chart</u>: "To Research . . ."
Lesson 9		• <u>Session 8</u>: Reading with Volume and Fluency (p. 60) • <u>Teaching Point</u>: Nonfiction readers use an explaining voice to read with fluency. • <u>Prepare</u> link to "The Trials of a Tadpole" • <u>See</u> p. 66, Fig. 8-1 • <u>Charts</u>: "Narrators of Nonfiction Use Their Voices . . ."
Lesson 10		• <u>Session 9</u>: Readers Notice Text Structures and Use Them to Organize Their Learning (p. 68)

		• <u>Teaching Point</u>: When readers recognize the structure of the texts they read, they can use those same text structures to help organize their notes and their learning. • <u>Prepare</u> *Frogs and Toads* excerpts • <u>See</u> p. 75, Fig. 9-2 • <u>Charts</u>: "Researchers Take Notes that Follow the Structure of Their Texts," "To Research . . ."
Lesson 11		• <u>Session 10</u>: Compare and Contrast (p. 77) • <u>Teaching Point</u>: Readers recognize when authors use a compare-and-contrast structure in their nonfiction texts. • <u>Prepare</u> *Frogs and Toads* excerpt • <u>See</u> p. 82, Fig. 10-2, & p. 83, Fig.10-3 • <u>Charts</u>: "Researchers Take Notes that Follow the Structure of Their Texts," "Compare and Contrast"
Lesson 12	• Read *Frogs and Toads* excerpt	• <u>Session 11</u>: Cause and Effect (p. 87) • <u>Teaching Point</u>: Readers recognize when authors use a cause-and-effect structure in their nonfiction texts. • <u>Prepare</u> *Penguins* and *The Penguin* excerpts • <u>See</u> p. 91, Fig. 11-1, & p. 94, Fig. 11-2 • <u>Chart</u>: "Researchers Take Notes that Follow the Structure of Their Texts"
Lesson 13		• <u>Session 12</u>: Reading Closely, Thinking Deeply (p. 96) • <u>Teaching Point</u>: Nonfiction readers carefully consider the choices made by an author, and they read closely to understand why the author made those choices. • <u>See</u> p. 100, Fig. 12-1 • <u>Charts</u>: "To Research . . . ," "Synthesizing Information in Conversation"
Bend III: Synthesizing, Comparing, and Contrasting		
Lesson 14		• <u>Session 13</u>: Experts Widen Their Field of Focus and See Patterns (p. 106) • <u>Teaching Point</u>: Nonfiction readers develop expertise about a topic by thinking about patterns and

		• relationships. • <u>Prepare</u> *Frogs and Toads* and *Penguins* excerpts • <u>See</u> p. 113, Fig. 13-1 • <u>Charts</u>: "Compare and Contrast," "To Research . . . ," "Researchers Take Notes that Follow the Structure of Their Texts"
Lesson 15		• <u>Session 14</u>: Asking Questions, Growing Big Ideas (p. 115) • <u>Teaching Point</u>: When readers research similarities and differences between things, they ask questions and form theories about their subject, then make plans to read further to test those boundaries. • <u>See</u> p. 122, Fig. 14-1 • <u>Charts</u>: "Questions lead to . . . ," "To Grow Big Questions and Ideas in a Comparative Study, Readers Will: ," "To Research . . ."
Lesson 16		• <u>Session 15</u>: Pursuing Questions (p. 124) • <u>Teaching Point</u>: Experts pause to think about their process, taking stock of where they are, considering what they need to do next, and moving forward, with a plan. • <u>See</u> p. 125, Fig. 15-1, & p. 126, Fig. 15-2
Lesson 17		• <u>Session 16</u>: Developing Evidence-Based Theories (p. 127) • <u>Teaching Point</u>: Researchers study all of the evidence they find to grow new evidence-based theories. • <u>See</u> p. 129, Fig. 16-1 • <u>Chart</u>: "To Research . . ."
Lesson 18	• Read *Giraffes* excerpt	• <u>Session 17</u>: Adding to Theories by Researching Big-Picture Concepts (p. 135) • <u>Teaching Point</u>: Researchers study all of the evidence they find to grow new evidence-based theories. • <u>See</u> p. 139, Fig. 17-1, & p. 141, Fig. 17-2
Lesson 19	• Read *Frogs and Toads* excerpt	• <u>Session 18</u>: Learning to Apply the Knowledge Readers Develop through Their Research (p. 144)

		• <u>Teaching Point</u>: When researching to solve a real-world problem, researchers consider ways they might solve the problem, think about the information they need, and make a plan for the work they need to do. • <u>Prepare</u> "Real-Life Problems" list • <u>Chart</u>: "To Research Real-Life Problems . . ."
Lesson 20		• <u>Session 19</u>: Finding Solutions to Real-World Problems: A Celebration (p. 154) • <u>Teaching Point</u>: The information learned and the ideas grown can be applied to solving real-world problems. • <u>See</u> p. 155, Fig. 19-1, p. 156, Fig. 19-2, & p. 157, Fig. • 19-3
Lesson 21		• Administer post-assessment questions (same as used for pre-assessment)

Assured Assessments
Student performance on the following assessments will be reflected on the Trimester 3 standards-based report card.

Formative Assessments:
• Students' answers to pre-assessment questions prior to the unit
• 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.
• Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
• Students' jottings on Post-It notes

Summative Assessments:
• Students' answers to post-assessment questions at the conclusion of the unit

Resources
<u>Core</u>
• *Research Clubs: Elephants, Penguins, and Frogs, Oh My!* (Grade 3, Unit 4)
• *Penguins* by Bobbie Kalman (Level unknown)
• *The Penguin: A Funny Bird* by Béatrice Fontanal (Level unknown)
• *Frogs and Toads* by Bobbie Kalman (Level unknown)
• Note-taking system for conferencing
• Reader's Notebook(s) and Folders

<u>Supplemental</u>
• *The Whispering Land* excerpt by Gerald Durrell (accessible online via www.heinemann.com) (Level unknown)

- *Giraffes* excerpt by Emilie U. Lepthien (accessible online via www.heinemann.com) (Level L)
- "Trials of a Tadpole" by National Geographic. https://www.youtube.com/watch?v=r3zqdWSYgSA. Web.
- *Frogs* by Elizabeth Carney (Level L)
- *The Life Cycle of a Frog* by Bobbie Kalman (accessible online via www.heinemann.com) (Level unknown)
- *Penguins* by Seymour Simon (Level O)
- *Penguins* by Lucia Raatma (Level Q)
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries
- Text sets corresponding with science biomes:
  - Arctic
    - penguins
    - bears
    - whales
    - seals
    - foxes
    - reindeer
  - Rainforest
    - monkeys
    - snakes
    - big cats
    - frogs and toads
    - birds

Time Allotment
- March – April (including days for specific standardized assessment preparation)

UNIT 6
Countries around the World

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RI.3.1	Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
CCS.ELA-Literacy.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
CCS.ELA-Literacy.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).
CCS.ELA-Literacy.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).
CCS.ELA-Literacy.RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.

CCS.ELA-Literacy.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborative with others.
CCS.ELA-Literacy.W.3.7	Conduct short research projects that build knowledge about a topic.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.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.
CCS.ELA-Literacy.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
CCS.ELA-Literacy.SL.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.
CCS.ELA-Literacy.SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
CCS.ELA-Literacy.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CCS.ELA-Literacy.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCS.ELA-Literacy.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCS.ELA-Literacy.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
CCS.ELA-Literacy.L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.
CCS.ELA-Literacy.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*).

Unit Essential Questions

- How can I use all that I know about nonfiction reading in order to launch a research inquiry about the factors that shape life in different countries?
- How can I think critically about the reasons that texts offer contrasting information on the same topic?
- How can I learn about a country using a variety of texts and lenses?
- How can I research a different country?
- How can I explore similarities and differences to grow ideas about two different countries?
- How does literature (folktales and fairy tales) reflect the characteristics of a culture?

Scope and Sequence

Countries around the World		
	Interactive Read-Aloud	**Reading Workshop**
Bend I: Learning about a Country Using a Variety of Texts and Lenses		
Lesson 1	• Read *China: The People* excerpt	• <u>Focus</u>: Readers Orient Themselves to a Text Set (p. 5) • <u>Teaching Point</u>: To rev up for a research project, researchers organize resources, read an easy overview

		book, glean main subtopics, and read across books in one subtopic after another. • <u>Charts</u>: "To Research . . ."
Lesson 2	• Read *China: The People* excerpt	• <u>Focus</u>: Readers Have Repertoire of Note-Taking Strategies (p. 5) • <u>Teaching Point</u>: Readers pay attention to text structure from the get-go to guide their note-taking. • <u>Charts</u> "Researchers Take Notes that Follow the Structure of Their Texts"
Lesson 3	• Read *China: The People* excerpt	• <u>Focus</u>: Readers Have a Lens through Which to Angle their Research (p. 5) • <u>Teaching Point</u>: Readers can choose lenses, such as education or geography, through which to study their country and focus their research.
Lesson 4	• Read *China: The People* excerpt	• <u>Focus</u>: Readers Move Beyond Just Gathering Information to Growing Ideas (p. 5) • <u>Teaching Point</u>: In addition to listing facts, good readers spent time growing ideas and making connections from subtopic to subtopic. • <u>Chart</u>: "Talking and Thinking in Response to Our Texts"
Lesson 5	• Read *China: The People* excerpt	• <u>Focus</u>: Readers Synthesize Their Learning by Teaching Others about Their Topics (p. 5) • <u>Teaching Point</u>: Good readers summarize and determine importance rather than just read parts of the texts to each other. • <u>Chart</u>: "Talking and Thinking in Response to Our Texts"
Lesson 6		• <u>Focus</u>: Readers Acquire and Use the Specific Vocabulary of Their Topics (p. 5) • <u>Teaching Point</u>: Readers can lift the level of their conversation and writing about reading by trying to use more of the words that the author has used often.
Bend II: Researching a Different Country		

Lesson 7	• Read *True Books: Greece* excerpt	• <u>Focus</u>: Planning a Second Study (p. 10) • <u>Teaching Point</u>: Researchers think about tools and resources that were helpful during past projects, and then plan to use these as they embark on a new project.
Lesson 8	• Read *True Books: Greece* excerpt	• <u>Focus</u>: Organizing Research (p. 10) • <u>Teaching Point</u>: Researchers make choices about how their research will be organized, and they plan their notes accordingly. • <u>Prepare</u> tables of contents from a few books on Greece
Lesson 9	• Read *True Books: Greece* excerpt	• <u>Focus</u>: Taking Notes and Learning from Each Other's Notes (p. 10) • <u>Teaching Point</u>: Researchers share what they are learning in teams, taking notes on information they learn from their groupmates, just as they would take notes on information they learn from books.
Bend III: Learning and Thinking across Countries: **Exploring Similarities and Differences to Grow Ideas**		
Lesson 10		• <u>Focus</u>: Comparing and Contrasting Countries (p. 12) • <u>Teaching Point</u>: When researchers compare and contrast, they don't just name similarities and differences. They also think, talk, and write about why and how these might be significant. • <u>Prepare</u> a book on China and a book on Greece
Lesson 11		• <u>Focus</u>: Developing New Theories and Conclusions (p. 12) • <u>Teaching Point</u>: Researchers use compare and contrast observations to develop new theories and conclusions.
Lesson 12		• <u>Focus</u>: Acquiring New Knowledge (p. 12) • <u>Teaching Point</u>: Researchers often revisit their notes after they acquire new knowledge, using their new knowledge to draw conclusions and develop theories about the information.
Bend IV: Learning about Countries and Cultures through Literature		

(Folktales and Fairy Tales)		
Lesson 13		• <u>Focus</u>: Noticing Similarities and Differences Among Fairy Tales (p. 14) • <u>Teaching Point</u>: Readers notice the similarities and differences among fairy tales from different countries. • <u>Guide</u> students in an inquiry to chart distinguishing features of fairy tales. Chart can include: fairy tale title, important characteristics (e.g., good vs. evil, magic), life lessons, cultural elements (e.g., fishing being an important livelihood in some cultures) • <u>Highlight</u> changes in fairy tales between cultures that are meaningful are have significance.
Lesson 14	• Consider reading excerpts from *Lon Po Po: A Red-Riding Hood Story from China*	• <u>Focus</u>: Drawing on Nonfiction to Help Think More Deeply about Fiction (p. 14) • <u>Teaching Point</u>: Researchers pay attention to the influence of a culture on a story.
Lesson 15		• <u>Focus</u>: Using Fiction to Learn More about a Culture (p. 14) • <u>Teaching Point</u>: "Today I want to teach you that readers compare and contrast stories about cultures to learn more about these cultures." • <u>Chart</u>: "Lenses to use While Reading Folktales to Learn More about Culture" • <u>Guide</u> students through examining clothing, language, power, transportation, money and wealth, messages/lessons, geography, and/or architecture. (This continues through Lesson 16.) • <u>Example</u>: Many books have a wise older grandparent because several cultures teach children to listen to adults.
Lesson 16		• <u>Focus</u>: Comparing and Contrasting Stories from Different Countries (p. 14) • <u>Teaching Point</u>: Researchers observe and discuss the similarities and differences of the same tale from different cultures.

Lesson 17		• <u>Focus</u>: Studying Character Traits to Learn about a Culture (p. 14) • <u>Teaching Point</u>: Researchers get to know the characters in their fairy tales to help them learn about the values of that culture. • <u>Chart</u>: "Getting to Know a Character"
Lesson 18		• <u>Focus</u>: Celebration (p. 14) • <u>Teaching Point</u>: Researchers highlight all of their new knowledge by teaching others what they've learned. • <u>Tip</u>: You might use a fairy tale for Readers' Theatre; this link is to a few scripts: www.thebestclass.org/rtscripts.html.

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 3 standards-based report card.

Formative Assessments:
- 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.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students' jottings on Post-It notes

Summative Assessments:
- Formal Running Records utilizing the Fountas & Pinnell Benchmark Assessments

Resources

<u>Core</u>
- *Countries around the World* (Grades 3-5, *If/Then Curriculum*)
- *China: The People* by Bobbie Kalman (Level T)
- *True Books: Greece* by Christine Petersen and David Petersen (Level unknown)
- Note-taking system for conferencing
- Reader's Notebook(s) and Folders

<u>Supplemental</u>
- *The Great Wall of China* by Leonard Everett Fisher (Level Q)
- *You Wouldn't Want to Work on the Great Wall of China!: Defenses You'd Rather Not Build* by Jacqueline Morley (Level W)
- *Beauty and the Beast Stories around the World: 3 Beloved Tales* by Cari Meister
- *Cinderella Stories around the World: 4 Beloved Tales* by Cari Meister
- *Snow White Stories around the World: 4 Beloved Tales* by Jessica Gunderson
- Africa

- o *Pretty Salma: A Little Red Riding Hood Story from Africa* by Niki Daly
- o *Princess and the Peas* by Rachel Himes
- o *Hansel and Gretel* by Rachel Isadora
- o *The Princess and the Pea* by Rachel Isadora
- o *The Ghanaian Goldilocks* by Tamara Pizzoli
- o *Little Read and the Very Hungry Lion* by Alex T. Smith
- o *Mufaro's Beautiful Daughters: An African Tale* by John Steptoe
- Brazil
  - o "Brazilian Fairy Tales, Folk Tales, and Fables." https://fairytalez.com/region/brazilian/. Web.
- China
  - o *I Can Eat with Chopsticks: A Tale of the Chopstick Brothers and How They Became a Pair* by Lin Xin
  - o *The Korean Cinderella* by Shirley Climo
  - o *Lon Po Po: A Red-Riding Hood Story from China* by Ed Young
  - o *Yeh-Shen: A Cinderella Story from China* by Ai-Ling Louie
- Greece
  - o *The Orphan: A Cinderella Story from Greece* by Anthony Manna
- India
  - o *The Persian Cinderella* by Shirley Climo
  - o *The Golden Sandal: A Middle Eastern Cinderella Story* by Rebecca Hickox
  - o *Anklet for a Princess: A Cinderella Story from India* by Lila Mehta
  - o *Rapunzel* by Chloe Perkins
- Ireland
  - o *The Irish Cinderlad* by Shirley Climo
- Mexico
  - o *Domítíla: A Cinderella Tale from the Mexican Tradition* by Jewell Reinhart Coburn
  - o *Adelita: A Mexican Cinderella Story* by Tomie dePaola
  - o *The Three Little Javelinas* by Susan Lowell
- Native America
  - o *The Legend of the Bluebonnet* by Tomie dePaola
  - o *Little Roja Riding Hood* by Susan Middleton Elya (Spanish)
  - o *The Rough-Face Girl* by Rafe Martin
  - o *Sootface: An Ojibwa Cinderella Story* by Robert D. San Souci
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries
- fairytalez.com. https://fairytalez.com/regions/. Web.

Time Allotment
- May – June

CURRENT REFERENCE

Calkins, Lucy. *A Guide to the Reading Workshop: Intermediate Grades*. Portsmouth, NH: Heinemann. 2015. Print.