

School District of South Orange-Maplewood
English Language Arts Reading Curriculum – Grade 3



**South Orange Maplewood
School District
Department of Curriculum &
Instruction**
2017-2018

THE SCHOOL DISTRICT OF SOUTH ORANGE-MAPLEWOOD

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Donna Grohman

Unit Description: Building a Reading Life – Book 1

The goal for this unit is for every student to let the stories spark new ideas for them about people, the world and relationships, while raising their own questions. The biggest work in this unit is to set the tone for everything else to come this year and help all students become avid readers. You will be establishing routines and expectations and empowering students to develop personal agency about their own reading lives. In **Bend I**, students are introduced to the structures, routines, and habits of the upper grade reading workshop. Students learn to choose books that are just right, collect data, and look at that data to establish personal reading goals. In **Bend II**, the focus shifts to foundational reading skills by supporting students in envisioning, predicting, and retelling. In **Bend III**, the focus continues to be on foundational skills but with an emphasis on tackling difficulty with grit and resolve. Students focus on a variety of word solving skills and questioning the text.

*Students will be receiving their reading notebooks at the end of this first unit. Until then, their focus is on keeping reading logs and discussing their reading rather than writing about it as a solid reading workshop foundation is built.

Reading	
Big Ideas: <i>Course Objectives / Content Statement(s) (Skill Progressions)</i> ☐ Establish routines and expectations of the workshop. ☐ Develop familiarity with essential reading skills and apply comprehension strategies. ☐ Introduce strategies for tackling more challenging texts	
Performance Standards: Benchmark Instructional Levels: M/N	Time Line: September - October Duration of Unit: 6 weeks
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
☐ How do I create a reading life?	Students will understand that... ☐ Readers don't just read books, readers build a reading life. ☐ Readers choose their relationship towards reading. ☐ Readers choose books that are within reach. ☐ People study their own data to improve their performance. ☐ Students work in partnerships or small groups to learn

	how to better improve their reading lives. ☐ Students monitor their reading in order to ensure they understand how the parts fit together. ☐ Readers make predictions based on their knowledge of how stories tend to go. ☐ Readers don't give up when reading gets tricky, they respond with resilience and fortitude.
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Areas of Focus: Proficiencies (New Jersey Student Learning Standards)		Examples, Outcomes, Assessments
Students will:		
NJSLS		
Reading Standards for Literature		
Key Ideas and Details:		
RL.3.1	☐ Ask and answer questions and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Instructional Focus: Bend I: Making a Reading Life Students are introduced into the new routines and structures of the upper grade level readers workshop. They continue to practice choosing just right books and begin to record their reading habits. • Readers make plans to set themselves up for the best possible reading lives, and then they put those plans into action • Readers can choose to read like curmudgeons, or as if books were gold. • Readers learn to read books that are just right for them. • Readers set clear reading goals and track their progress. • Readers develop systems for finding good books. • Readers develop partnerships that support their reading.
RL.3.2	☐ Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.	
RL.3.3	☐ Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.	
Craft and Structure:		
RL.3.5	☐ Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i> , <i>scene</i> , and <i>stanza</i> ; describe how each successive part builds on earlier sections.	

RL.3.6	☐ Distinguish their own point of view from that of the narrator or those of the characters.	
Integration of Knowledge and Ideas		
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).	
Range of Reading and Level of Text Complexity		
RL.3.10	☐ By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.	
<u>Reading Standards for Informational Text</u>		
Range of Reading and Level of Text Complexity:		
RI.3.10	☐ By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	
<u>Foundational Skills</u>		
Print Concepts		
RF.3.3	☐ Know and apply grade-level phonics and word analysis skills in decoding and encoding words.	
RF.3.4	☐ Read with sufficient accuracy and fluency to support comprehension.	
NJSLS	Description	Bend II: Understanding the Story

Reading Standards for Literature Key Ideas and Details:		Student focus becomes reading comprehension while there is teacher support for foundational reading skills.
RL.3.1	☐ Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ☐ Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.	
RL.3.2		
RL.3.3	☐ Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.	
Craft and Structure:		
RL.3.5	☐ Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i> , <i>scene</i> , and <i>stanza</i> ; describe how each successive part builds on earlier sections.	• Readers give themselves comprehension check as they read, asking themselves questions to make sure they understand what is going on in their books. • Readers ask themselves what mind-work the text wants them to do. Readers know that sometimes they need to make a movie in their mind while other times they need to collect information. • Readers draw on many elements to come up with predictions and reexamine predications as they learn new information. • Readers make predictions that include details by drawing on specifics from the story. • Readers retell books as a way to lay the story out so that it can be a topic of discussion and to help them with their own thinking. • Readers improve their own reading skills when they discuss books with others.
Integration of Knowledge and Ideas		
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).	

NJSLs		Description
Reading Standards for Literature		
Key Ideas and Details:		
RL 3.10	☐	By the end of the year, read and comprehend literature, including stories, dramas and poems at grade level text-complexity or above, with scaffolding as needed.
RL 3.3	☐	Describe the characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the plot.
RL 3.2	☐	Recount stories including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral to explain how it is revealed through key details in the text.
RL 3.1	☐	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Craft and Structure:		
RL.3.4	☐	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
Integration of Knowledge and Ideas		
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).
Foundational Skills: Print Concepts		
RF 3.3	☐	Know and apply grade-level phonics and word analysis skills in decoding and encoding words
RF 3.4	☐	Read with sufficient accuracy and fluency to support comprehension

Bend III Tackling More Challenging Bends Students learn skills and strategies for reading and understanding hard words and phrases.	• Readers know that it takes “grit” to be a great reader. • Great readers know that they do not give up when the words become tricky, or the author uses a confusing expression; they try various strategies that they know. • Great readers realize that authors signal readers to ask questions, requiring re-reading and rethinking ideas. • Great readers think about the author’s purpose of including specific ideas or details.
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	Formative and Summative (*) Assessments: ☐ Pre-assessment/Post-assessment * (online resources) ☐ Conferring notes/records of conferences, small groups and observations ☐ Post-it notes ☐ Running Records Instructional Strategies Interdisciplinary Connections ☐ Community Building ☐ Organizing library and labeling bins ☐ Correlates to maps and globes unit in social studies ☐ Get to know your classroom by creating a classroom map and labeling all of the parts of the classroom and the classroom library.
	Technology Integration ☐ Use <i>Wordle</i> to create a word cloud, which includes words that describe you as a reader. ☐ Use <i>ReadWriteThink.org Timeline</i> to make a timeline of your experiences as a reader, as well as your prediction of your future experiences as a reader. ☐ Use Google Doc to write the words from word sorts and/or list challenging words in texts
	Media Literacy Integration Select your favorite book and create an advertisement in which you are trying to persuade your classmates to read your book
	Global Perspectives Possible Read-Alouds: ☐ <i>A Chair for My Mother</i> by Vera B. Williams ☐ <i>A Day's Work</i> by Eve Bunting ☐ <i>Amelia's Road</i> by Linda Jacobs Altman ☐ <i>Jamaica's Find</i> by Juanita Havill ☐ <i>Gooney Bird Greene</i> by Lois Lowery ☐ <i>The Kid Who Ran For President</i> by Dan Gutman

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills 21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy
Professional Resources: ☐ <i>Reading Units of Study, Unit 1</i> ☐ <i>Comprehension Toolkits</i> ☐ <i>Reading Units of Study, Reading Pathways</i> ☐ <i>Cracking Open the Author's Craft</i> by Lester Laminack ☐ <i>The Reading Strategies Book</i> by Jennifer Serravallo	
Mentor Texts: ☐ <i>Stone Fox</i> by John Reynolds Gardiner	



Unit Description: Mystery: Foundational Skills in Disguise

In this unit students read a variety of books from the mystery genre, working in partnerships and book club groups. This genre is designed to support close and inferential reading. Students will be asked to become detectives like the ones in the books. They will take notes on their thinking and share their theories about characters with partners, in small groups, and with the whole class. At the start of the unit students will be reading on high-alert, engaging themselves in an effort to solve the mystery before the crime solver in the story does. They do this through analyzing characters and noticing clues, inferring as they think, "What could this detail suggest?" Students make predictions about suspects, opportunities, and motives. As they move through the unit they become experts on the genre, noticing patterns in how mysteries usually go. Lastly, students learn to apply skills learned while studying mysteries to support general reading comprehension in all genres of fiction.

Reading	
Big Ideas: ☐ Mystery readers read closely and attentively in order to predict outcomes. ☐ Mystery readers make inferences to formulate theories and revise theories by evaluating and reevaluating the evidence as they go. ☐ Mystery readers identify cause and effect relationships. ☐ Strategic skills for tackling mysteries can be applied to the reading of all fictional books.	
Performance Standards: Benchmark Instructional Levels: N	Time Line: November – December Duration of Unit : 6 weeks

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
☐ How do mystery readers read for clues that will help them solve the mystery? ☐ How does reading mysteries help me become a better reader of any fictional text?	Students will understand that... ☐ Readers read closely by paying attention to details to help them solve the crime in their mystery books, but also grow theories about characters. ☐ Mystery readers gather clues, think interpretively, and make inferences and predictions to solve mysteries. ☐ Reading from a series allows readers to tackle harder and harder books. ☐ Mystery readers consider multiple possibilities and think about all of the characters. ☐ To tackle increasingly difficult texts, readers attend to the setting, all of the text, the minor characters, and the way characters speak and act in order to make inferences about characters' motivations.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)			Examples, Outcomes, Assessments
Students will:			Instructional Focus: In this bend students will read several mysteries, working hard to <i>get</i> the mystery by focusing on the literal comprehension of the books. They will work in same-book or different-book partnerships. They will keep track of clues, wonder about suspects, note points of confusion, and discuss their thinking with partners. Bend I: Understanding the Mystery Students learn that once a reader realizes a book is a mystery, that reader first asks, “What’s the mystery here?” and then
NJSLS	Description		
Progress Indicators for Reading Literature Text			
Key Ideas and Details:			
RL 3.1	Ask and answer questions, make relevant connections to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.		
RL 3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central		

RL 3.3	message/theme, lesson, or moral and explain how it is revealed through key details in the text.	- asks, "Who is the crime solver?" (Session 1) - Mystery readers try to solve the mystery before the crime solvers 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. (Session 2) - Mystery readers do a special kind of predicting; the only way mystery readers can predict or think <i>forward</i> to figure out who did the crime, is to think <i>backward</i>. Mystery readers think back about each character to consider if he or she might be a suspect. They draw on suspects' motives and opportunities. (Session 3) - 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. (Session 4) - Students investigate the inquiry question, "When a reader writes skillfully to think more about reading, what would that writing look like?" Mystery readers talk about the reading and write thoughtfully about their books. (Session 5) - Just like great detectives often depend on a partner to solve crimes, mystery readers often depend on a partner to discuss ideas and solve mysteries. (Session 6) - 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. (Session 7).
Craft and Structure:		
RL 3.4	Determine the meaning of word and phrases as they are used in a text, distinguishing literal from nonliteral language.	
RL 3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	
RL 3.6	Distinguish their own point of view from that of the narrator or those of the characters.	
Integration of Knowledge and Ideas		
RL 3.9	Compare, contrast, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)	
Range of Reading and Level of Text Complexity		
RL 3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.	



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Progress Indicators for Reading Foundational Skills	
Phonics and Word Recognition	
RF 3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Identify and know the meaning of the most common prefixes and derivational suffixes. B. Decode words with common Latin suffixes. C. Decode multisyllable words. D. Read grade-appropriate irregularly spelled words.
Fluency	
RF 3.4	Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Bend II: Raising the Level of Mystery Reading

Instructional Focus: In this bend students shift from thinking about each individual mystery to considering patterns across mysteries. They think about how the book they are reading is and is not like other books within the genre. They are reminded that the key to figuring out the mystery is finding the right clues, and not getting tricked by the wrong ones. They also learn to pay attention to the text's signals: when a text signals a reader to read quickly and when the text signals for readers to slow down and scrutinize a passage carefully. Students continue to study their series books in book clubs.

- Mystery readers investigate the questions, "What's the same across all mysteries? How do mystery books go?" (Session 8)
- Mystery readers read on, influenced by knowing how mysteries usually go. (Session 9)
- When strong readers run into trouble, they get help from their reading partner—who can offer positive support and suggest specific strategies. (Session 10)
- Mystery readers look out for one of the most common characteristics of mysteries—the red herring, a false clue devised by the author to throw readers and detectives off the right track. (Session 11)
- When mystery 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. (Session 12)
- Mystery readers learn that a text will signal when to slow down and read closely and when to speed quickly through pages. (Session 13)
- Mystery readers assess themselves, set goals, and practice their goals. (Session 14)

Formative and Summative (*) Assessments: • Pre-assessment/Post-assessment * (online resources) • Conferring notes/records of conferences, small groups and observations • Post-it notes/Reader's Notebook • Running Records • Partner conversations Instructional Strategies Interdisciplinary Connections <i>Correlates to routine units in math, rules and community units in social studies</i> ☐ Students can read real-life mysteries that have been solved, such as the I-Survived Series of the American's National Mystery Book Series. Other suggestions are books that have elements of mystery and historical fiction, such as the Time Warp II. ☐ Students can recreate a mystery book in groups and perform it to an audience. After a fiction, students can use a storyboard to stage their own mystery for parents or another set of school community members to try and solve. ☐ Refer to scientists as real-life detectives, and make comparisons to the "mystery" that they solve daily in their lives. The upper levels of the series are and solve problem, etc. Students can research the role of scientists, a	Bend III: Reading Mysteries Can Help You Read Any Kind of Fiction Instructional Focus: In this bend students will now read any fiction, no longer necessarily choosing from the collection of mysteries. They are taught that they can apply all the strategies they have learned as mystery readers to any fiction book they read. You will explain that when reading fiction, readers are always identifying and solving mysteries: "What is the problem?" "Who are these people?" "What will happen next?" "What's this character <i>really</i> like?"
Instructional Focus: In this bend students will now read any fiction, no longer necessarily choosing from the collection of mysteries. They are taught that they can apply all the strategies they have learned as mystery readers to any fiction book they read. You will explain that when reading fiction, readers are always identifying and solving mysteries: "What is the problem?" "Who are these people?" "What will happen next?" "What's this character <i>really</i> like?"	Instructional Focus: In this bend students will now read any fiction, no longer necessarily choosing from the collection of mysteries. They are taught that they can apply all the strategies they have learned as mystery readers to any fiction book they read. You will explain that when reading fiction, readers are always identifying and solving mysteries: "What is the problem?" "Who are these people?" "What will happen next?" "What's this character <i>really</i> like?"

Technology Integration ☐ Students can create Powerpoint presentations about their mysteries. ☐ Play "The Effective Detective" game on PBS Kids (http://pbskids.org/arthur/games/effectivedetective/) ☐ Explore "The History Detective Kids" website (http://kids.pbs.org:8080/historydetectives/)	Media Literacy Integration ☐ Lower-level readers can download and read on a tablet or Chromebook, using apps such as LearningAlly. ☐ Investigate real-life crimes.	Global Perspectives Possible Read-Alouds: ☐ <i>The Great Cake Mystery</i>, and others from the Precious Ramotswe series by Alexander McCall Smith (Africa). ☐ Multicultural series-<i>Milo and Jazz</i> by Lewis B. Montgomery. ☐ Nonfiction Real-World Connection: Time for Kids <i>Unsolved! History's Mysteries</i> by Dona Rice.	The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area. 21st Century Skills: - Creativity and Innovation - Critical Thinking and Problem Solving - Communication and Collaboration - Information Literacy - Media Literacy - Multicultural and Cultural Competency Perspectives - Life and Career Skills 21st Century Themes (as applies to content area): - Financial, Economic, Business, and Entrepreneurial Literacy - Civic Literacy - Health Literacy Professional Resources: ☐ Teachers College Unit of Study If/Then Unit: <i>Mystery: Foundational Skills in Disguise</i> by Brooke Geller and Alissa Reicherter, Lucy Calkins, Series Editor, Heinemann, 2016.
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Grade 3

☐ Grade 3 Learning Progressions
☐
☐ Book Series Club recommendations: Encyclopedia Brown, 39 Clues, Bailey School Kids, The Hardy Boys, Clubhouse Mysteries, A-Z Mysteries, Nancy Drew, Nancy Drew and the Clue Crew, Whodunit Detective Agency, Nate the Great, Cam Jansen, Young Cam Jansen, Jigsaw Jones, The Boxcar Children, Kid Caramel, Precious Ramotswe Mysteries for the Young
Mentor Texts:
☐ <i>A to Z Mysteries: The Absent Author</i> by Ron Roy
☐ <i>The Whodunit Detective Agency: The Diamond Mystery</i> by Martin Widmark
☐ <i>Nate the Great and the Phony Clue</i> by Margarie W. Sharmat
☐ <i>Stone Fox</i> by John Reynolds Gardiner

Unit Description: Reading to Learn - Grasping Main Ideas and Text Structures – Book 2

In this unit, you will be supporting your students in reading nonfiction through foundational skill development. They will learn to read long stretches of nonfiction texts and to read to learn what the author wants them to learn rather than to pinpoint specific facts. In **Bend I**, you will teach students to read expository nonfiction with eagerness, interest, and fluency, ascertaining the main ideas and recognizing the infrastructure of a text. In **Bend II**, you will shift your focus to higher-level comprehension and will remind students that conversing about texts can aid in comprehension. In **Bend III**, students will navigate narrative nonfiction texts, shifting between reading with a lens of story and reading with a lens to glean information.

Reading			
Big Ideas: Course Objectives / Content Statement(s) (Skill Progressions) ☐ Learn and practice how to preview and explore both expository and narrative nonfiction texts ☐ Identify main ideas and supporting details through thorough comprehension of text ☐ Grow ideas and raise questions about what has been read			
Performance Standards: Benchmark Instructional Levels: 0		Time Line: January - February Duration of Unit: 5-6 weeks	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>		Enduring Understandings <i>What will students understand about the big ideas?</i>	
☐ How do I figure out what is most important when learning about a topic?		Students will understand that... ☐ Readers learn ways to determine main ideas and supporting details. ☐ Readers synthesize information, question and react to the text ☐ Readers work to figure out content-specific vocabulary	

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)		Examples, Outcomes, Assessments
Students will:		
NJSLS	Description	Instructional Focus: Bend I: Determining Importance in Expository Texts Students use prior knowledge of how nonfiction texts are structured. They begin to cull out main ideas and supporting ideas, and do so with the thought of teaching others about what they have learned. • Nonfiction readers prepare to read by previewing the text, identifying the parts, and thinking about how the book might go. • Nonfiction readers pause while reading to summarize important information (often using a boxes and bullets format) to help them take in and remember what they read. • Readers of nonfiction organize information into categories as they read to help them take in more. • Readers of nonfiction become experts and are able to teach others what they know, paying close attention to the main ideas and supporting details. • Nonfiction readers come up with and draft the main idea of the passage or part of the passage, and then revise as they read on. • Readers analyze their own reading skills; they set concrete goals and work deliberately towards achieving those goals.
Reading Standards for Informational Text Key Ideas and Details		
RI.3.2	☐ Determine the main idea of a text; recount the key details and explain how they support the main idea.	
Craft and Structure		
RI.3.4	☐ Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area	
RI.3.5	☐ Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	
Integration of Knowledge and Ideas		
RI.3.7	☐ Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	
RI.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) to support specific points the author makes in a text.	

NJSLS	Description	Bend II: Lifting the Level of Thinking About Expository Texts Students begin to focus on higher-level comprehension by questioning the text and growing ideas from their reading. • Nonfiction readers read with engagement and excitement not as a curmudgeon; they monitor for significance and work to find something of interest in the text. • Nonfiction readers read with a purpose of sharing what they have learned with others. • Readers of nonfiction separate their own thoughts, perspectives and opinions from those presented in the text. • Nonfiction readers rehearse conversations they might have, understanding that learning to talk about texts has a lot to do with learning to think about texts.
<u>Reading Standards for Informational Text</u>		
<u>Key Ideas and Details</u>		
RI.3.1	☐ Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
RI.3.2	☐ Determine the main idea of a text; recount the key details and explain how they support the main idea.	
RI.3.3	☐ Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	
<u>Craft and Structure</u>		
RI.3.4	☐ Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	
RI.3.6	☐ Distinguish their own point of view from that of the author of a text.	

NJSLS	Description	Bend III: Synthesizing and Growing Ideas in Narrative Nonfiction Students use the skills they have learned and apply them to narrative nonfiction texts. They become aware of cues the author writes to decide what lens they should read through. • Readers read nonfiction differently when it is structured as a narrative rather than an expository text. • Readers recognize the important details that contribute to the overarching storyline when they read about a person or event in history, and they learn how to synthesize secondary details and storylines into the larger story. • Nonfiction readers continuously monitor for meaning through tricky words or parts. • Readers of narrative nonfiction read through a variety of lenses. One lens is to understand to the story, and another lens is to learn information. • Readers seek out unifying ideas behind the texts they read. • Readers use what they know about understanding fictional characters when they are reading narrative nonfiction, thinking about the main character's traits, wants, and struggles. • When reading a hybrid text, readers ask themselves what mind-work each part of the text is asking them to use. • Readers self-assess to become stronger readers.
Reading Standards for Literature		
Key Ideas and Details:		
RL.3.1	☐ Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
RL.3.2	☐ Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.	
RL.3.3	☐ Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.	
Craft and Structure		
RL 3.4	☐ Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	
RL 3.5	☐ Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	

Reading Standards for Informational Text	
Key Ideas and Details	
RI.3.1	☐ Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2	☐ Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.3	☐ Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
Craft and Structure	
RI.3.5	☐ Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
Integration of Knowledge and Ideas:	
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) to support specific points the author makes in a text.
Foundational Skills	
Print Concepts	

RF.3.3 ☐ Know and apply grade-level phonics and word analysis skills in decoding and encoding words.	
	Formative and Summative (*) Assessments: • Pre-assessment/Post-assessment * (online resources) • Conferencing notes/records of conferences, small groups and observations • Post-it notes/Reader's Notebook • Running Records • Learning Progressions • Student Reflections and Goal Setting • End of Unit Projects and Presentations • Partner Discussions/Cooperation Instructional Strategies Interdisciplinary Connections <i>Correlates to routine units in math, science, rules and community units in social studies</i> ☐ Science- Animal physical/social characteristics ☐ Compare and contrast different animals/species ☐ Social Studies – biographies of Ruby Bridges, Martin Luther King, Jr. related to segregation (time periods of person's life)
	Technology Integration ☐ Google images/Gorillas ☐ YouTube videos – octopus, Ruby Bridges, Martin Luther King Jr. ☐ Shared read aloud for Ezra Jack Keats biography (or other online biography) ☐ Video of frogs, compared with toads, using physical attributes described
	Media Literacy Integration ☐ Creating a monument (mobile) dedicated to the various

	ways the students' nonfiction reading life has changed over the course of this unit.
	Global Perspectives Possible Read-Alouds: ☐ Any nonfiction animal book – maybe a lesser known animal (Tasmanian Devil) ☐ Book about a place and its inhabitants – desert, mountains, rain forest (e.g., <i>The Great Kapok Tree</i> by Lynne Cherry; <i>No Monkeys, No Chocolate</i> by Melissa Stewart and Allen Young) ☐ Biographies of people not from the United States (e.g., Malala Yousafzai, <i>Wangari's Trees of Peace</i>; <i>A True Story from Africa</i> by Jeanette Winter or <i>Planting the Trees of Kenya: The Story of Wangari Maathai</i> by Claire A. Nivola; <i>Manfish: A Story of Jacques Cousteau</i>* by Jennifer Berne or <i>The Fantastic Undersea Life of Jacques Cousteau</i>* by Dan Yaccarino; <i>Nelson Mandela</i> by Kadir Nelson; <i>The Boy Who Harnessed the Wind</i>* by William Kamkwamba and Bryan Mealer ☐ <i>The Story of Ruby Bridges</i> by Robert Coles ☐ <i>Martin's Big Words</i> by Doreen Rappaport ☐ * = books owned by district; check with 4th grade teachers



The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills 21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy
Professional Resources: ☐ <i>Reading to Learn</i>, Grade 3, Unit 2 by Lucy Calkins and Kathleen Tolan ☐ Comprehension Tool Kit ☐ <i>The Art Of Teaching Reading</i> – Lucy Calkins ☐ Lessons in Literacy – nonfiction, determining main idea, summarizing	
Mentor Texts: ☐ <i>Gorillas</i> by Lori McManus ☐ Ezra Jack Keats biography ☐ <i>Frogs and Toads</i> by Bobbi Kalman and Tammy Everts ☐ <i>Cactus Hotel</i> by Brenda Z. Guiberson ☐ <i>George Washington's Breakfast</i> by Jean Fritz	

Unit Description: Character Studies - Book 3

The goal for this unit is to take readers on an intellectual journey similar to the one that characters in their books take. In **Bend I**, readers get to know characters by studying them deeply, first observing them and then coming up with ideas about them. Next they investigate their characters' patterns in order to reveal deeper character traits and motivations in order to create evidence-based theories. In **Bend II**, the focus shifts to noticing that characters follow predictable story mountains and learning about how stories tend to go and the story arcs characters tend to follow. In **Bend III**, students compare and contrast characters across books, examining their traits, motivations, the way they respond to problems, and the life lessons they learn and teach.

Reading	
Big Ideas: <i>Course Objectives / Content Statement(s) (Skill Progressions)</i> ☐ Make and support deep, rich inferences ☐ Introduce strategies to figure out how characters change across books ☐ Introduce strategies for analytic reading	
Performance Standards: Benchmark Instructional Levels: N/O	Time Line: February – March Duration of Unit: 5-6 weeks
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i> ☐ How do I grow ideas about characters?	Enduring Understandings <i>What will students understand about the big ideas?</i> Students will understand that... ☐ Readers use different strategies to get to know their characters, form theories, and use these theories to deepen their understanding of the story. ☐ Characters tend to follow predictable story mountains. ☐ Readers learn to compare and contrast characters' traits, motivations, responses to problems, and life lessons.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)		Examples, Outcomes, Assessments
Students will:		
NJSLS	Description	Instructional Focus: Bend I: Getting to Know a Character as Friend Readers will study characters in a book in order to develop theories about their motivations and actions. Students will use these theories to think deeper about the stories they read. • Readers get to know the main character in their book in the same way that they get to know a new friend, noticing how the character talks and acts. • Readers study their observations to think about what type of person the character is. • Readers notice patterns in a character's actions and feelings, and use those patterns to develop a theory about the character. • Readers challenge their theories by digging deeper to find out why a character might be a certain way, and then try to deepen their theory about the character. • Readers use their deeper theories about a character to develop predictions. • Readers study their work to help develop stronger ideas about characters and to set goals to become even better readers.
Reading Standards for Literature Key Ideas and Details:		
RL.3.1	☐ Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ☐ Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.	
RL.3.2	☐ Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.	
Craft and Structure:		
RL.3.5	☐ Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i> , <i>scene</i> , and <i>stanza</i> ; describe how each successive part builds on earlier sections. ☐ Distinguish their own point of view from that of the narrator or those of the characters.	
RL.3.6		
Foundational Skills Print Concepts		
RF.3.4	☐ Read with sufficient accuracy and fluency to support comprehension.	
NJSLS	Description	
Reading Standards for Literature Key Ideas and Details:		
Bend II: Following a Character's Journey Students will begin to notice that most stories follow a predictable pattern or arc and that characters tend to follow a		

RL.3.1	☐ Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ☐ Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text. ☐ Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.	similar story arc, regardless of the problems they encounter. Students will also be introduced to a new structure: book clubs. • Readers understand how characters fit into the predictable shape of a story. • Readers expect characters to face problems and notice what problems characters face and how they react to them. • Readers pay close attention to the roles that secondary characters play in the main character's journey, asking themselves why the author included these secondary characters. • Readers investigate illustrations included in stories and think about why they might be there and what pictures contribute or add to stories. • Readers anticipate the climax of the story, expecting the character will be tested in some way. Readers notice (and reflect upon) how the choices a character makes sets them in a new direction. • Readers notice how characters draw on traits and internal resources they have had all along to resolve their problems. • Readers learn lessons alongside the characters in their stories. • Expert readers think about how the parts fit together to make the whole story.
RL.3.2		
RL.3.3		
Craft and Structure:		
RL.3.4	☐ Determine the meaning of words and phrases as they are used in text, distinguishing literal from nonliteral language. ☐ Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i> , <i>scene</i> , and <i>stanza</i> ; describe how each successive part builds on earlier sections. ☐ Distinguish their own point of view from that of the narrator or those of the characters.	
RL.3.5		
RL.3.6		
Integration of Knowledge and Ideas		
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).	

NJSLS	Description	Bend III: Comparing and Contrasting Characters Across Books
Reading Standards for Literature		Students will compare and contrast characters and messages

Key Ideas and Details:		across books while supporting their ideas with evidence from the text. • Readers can think comparatively across books that go together in some way, thinking about how the main characters are similar and different. • Readers compare books by thinking about the kinds of problems the characters have how the characters react to these problems. • Readers develop debatable ideas about characters across books, supporting their arguments with evidence from the text. • Students draw comparisons about books by studying the lessons the characters learn from the problems they encounter.
RL.3.1	☐ Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
RL.3.2	☐ Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.	
RL.3.3	☐ Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.	
<u>Reading Standards for Informational Text</u> Integration of Knowledge and Ideas:		
RI.3.9	☐ Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	



	Formative and Summative (*) Assessments: 3-5: • Pre-assessment/Post-assessment * (online resources) • Confering notes/records of conferences, small groups and observations • Post-it notes/Readers Notebook • Running Records • Learning Progressions • Student Reflections and Goal Setting • End of Unit Text Set Booklists • Club Work/Discussions Instructional Strategies Interdisciplinary Connections <i>Correlates to routine units in math, rules and community units in social studies</i> Students will learn about and discuss social issues through mentor texts
	Technology Integration (all activities can be done collaboratively as a book club) ☐ Use <i>Google Slides</i> to create book review ☐ Use http://www.classrooms.net/education-games-php/venn_intro or http://www.classrooms.net/education-games-php/venn_intro to create a Venn Diagram comparing and contrasting two characters in your book or characters in different books. ☐ Use <i>Garage Band</i> to create a theme song for a character.

	Media Literacy Integration (all activities can be done
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	collaboratively as a book club) ☐ Create a "WANTED" poster for the antagonist in the story. ☐ Create a movie trailer for a book you have read. ☐ Create a flyer to advertise one of the books you have read.
	Global Perspectives Possible Read-Alouds: ☐ <i>Stone Soup</i> by Marcia Brown ☐ <i>Strega Nona</i> by Tomie dePaola ☐ <i>Apple Pie Fourth of July</i> by Janet S. Wong ☐ <i>A Chair for My Mother</i>, Vera B. Williams ☐ <i>Too Many Tamales</i> by Gary Soto ☐ <i>My Name is Maria Isabel</i> by Alma Flor Ada ☐ <i>The Other Side</i> by Jacqueline Woodson ☐ <i>Sitti's Secrets</i> by Naomi Shihab Nye ☐ Other <i>Dynamonde Daniel</i> novels: <i>Rich, Almost Zero</i> by Nikki Grimes ☐ <i>Each Kindness</i> by Jacqueline Woodson ☐ <i>100 Dresses</i> by Eleanor Estes

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills 21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy
Professional Resources: ☐ <i>Character Studies</i>, Reading Units of Study, Grade 3, Unit 3 by Julia Mooney and Kristin Smith ☐ Comprehension Toolkits ☐ Reading Units of Study, Reading Pathways ☐ Cracking Open the Author's Craft – Lester Laminack ☐ The Reading Strategies Book – Jennifer Serravallo	
Mentor Texts: ☐ <i>Because of Winn-Dixie</i> by Kate DiCamillo ☐ <i>Make Way for Dymonde Daniel</i> by Nikki Grimes ☐ <i>Peter's Chair</i> by Ezra Jack Keats ☐ <i>My Name is Maria Isabel</i> by Alma Flor Ada ☐ <i>The Paperbag Princess</i> by Robert Munsch ☐ <i>Officer Buckle and Gloria</i> by Peggy Rathmann ☐ <i>Olivia</i> by Ian Falconer ☐ <i>Lily's Purple Plastic Purse</i> by Kevin Henkes ☐ <i>Amazing Grace</i> by Mary Hoffman	

Unit Description: Research Clubs: Elephants, Penguins, and Frogs, Oh My! – Book 4

This unit is more than a unit on information reading. It is a unit on research and on learning to learn from reading. Teachers guide students through organizing their study and learning about an animal, while collaborating with others in small research groups. In **Bend I**, students form clubs and each club studies its own animal. In **Bend II**, they research another animal. In **Bend III**, they compare and contrast those animals. The unit concludes with students applying their knowledge to a real-world problem: *How can they build a better zoo, given what they know about animals? How can they protect animals that are on the verge of extinction?* The hope is that students leave this unit with the conviction that nonfiction reading can inspire world-changing ideas and actions.

Reading	
Big Ideas: <i>Course Objectives / Content Statement(s) (Skill Progressions)</i> ☐ Learning to learn through research ☐ Identifying the text structure to aid in note-taking ☐ Comparing and contrasting to synthesize information across two topics	Time Line: March - May Duration of Unit : 6 weeks
Performance Standards: Benchmark Instructional Level: P	Enduring Understandings <i>What will students understand about the big ideas?</i>
☐ How do I gather information about a topic across books?	Students will understand that... ☐ Researchers classify and organize their research materials. ☐ Researchers use more than one text to study a topic ☐ Researchers use text structures to help them research ☐ Researchers deepen their understanding of subject matter by rereading notes. ☐ Researchers collaborate with others to grow new ideas about subject matter. ☐ Readers can use the knowledge they gain through research to find solutions to solve real-world problems.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)		Examples, Outcomes, Assessments
Students will:		Instructional Focus: Bend I: Researching a Topic Students will learn how to classify and organize research material, drawing on prior knowledge and elaborating on that previous knowledge with the information they gather. Students will learn that as they research, they are not only collecting facts, but also ideas that they infer. Students will work with small groups to grow ideas within the subject matter. • Readers will learn how to begin a research project by looking over and organizing their resources, reading an easy book for an overview, and skimming to glean main subtopics. • Readers/researchers will identify subtopics within their topic using several texts and synthesize information to become experts. • Readers build a repertoire of technical vocabulary in order to become experts about their subject. • Readers will recognize that collaboration can lead to deeper thinking and increased stamina. • Reader can get ideas about nonfiction by paying close attention to the traits, motivations and struggles of their topic. • Researchers analyze the information they collect, asking and answering the all-important question: Why?
NJSLS	Description	
Reading Standards for Informational Text Key Ideas and Details		
RI.3.1	☐ Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
RI.3.2	☐ Determine the main idea of a text; recount the key details and explain how they support the main idea.	
RI.3.3	☐ Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	
Craft and Structure		
RI.3.4	☐ Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	
RI.3.5	☐ Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.	
RI.3.6	☐ Distinguish their own point of view from that of the author of a text.	
Integration of Knowledge and Ideas		

RI.3.7	☐ Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RI.3.9	☐ Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural/context, and background knowledge) the most important points and key details presented in two texts on the same topic.
Range of Reading and Level of Text Complexity	
RI.3.10	By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

NJSLS	Description	Bend II: A Second Cycle of Research Students will draw on all they have already learned and apply that learning to their own research clubs using a different animal with less teacher support. Teachers will focus on text structure, especially compare/contrast and cause/effect, to aid students in their note-taking. • Nonfiction readers plan how to study a new topic, using all they know about reading and research strategies. • Nonfiction readers use an explaining voice to read with fluency. • Readers recognize the structure of the texts they read and use those text structures to help organize their notes and learning. • Readers recognize when authors use a compare-and-contrast structure in their nonfiction texts. • Readers recognize when authors use a cause-and-effect structure in their nonfiction texts. • Nonfiction readers consider the choices made by an author and they read closely to understand why the author made those choices and then grow ideas based on those choices.
Reading Standards for Informational Text		
Key Ideas and Details		
RI.3.1	☐ Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
RI.3.2	☐ Determine the main idea of a text; recount the key details and explain how they support the main idea.	
RI.3.3	☐ Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	
Craft and Structure		
RI.3.4	☐ Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> . Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.	
RI.3.5		
Integration of Knowledge and Ideas:		
RI.3.7	☐ Use information gained from text features (e.g., illustrations, maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	
RI.3.8	☐ Describe the logical connection between	

RI.3.9	particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text. ☐ Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.	
<u>Foundational Skills</u> <u>Print Concepts</u>		
RF.3.3	☐ Know and apply grade-level phonics and word analysis skills in decoding and encoding words.	
RF.3.4	☐ Read with sufficient accuracy and fluency to support comprehension.	

NJSLS	Description	Bend III: Synthesizing, Comparing and Contrasting Students will learn more about comparing/contrasting and how this structure can assist in synthesizing information across topics. They will also learn that when researchers find similarities and differences between topics they ask more questions and grow theories that can inspire world changing events and actions. • Nonfiction readers develop expertise about a topic by thinking about patterns and relationships. • Readers question the similarities and differences across topics to generate ideas and grow theories about their subject, then make plans to read further to test those theories. • Readers 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. • Researchers study all of the evidence they find to grow new evidence-based theories. • Researchers don't just read about their focused topic. They also read around the topic, looking for help learning about the big theories they have developed. • Readers who conduct research to solve a real-world problem consider ways they might solve the problem, think about the information they need, and make a plan for the work they need to do. • Readers celebrate what they have learned, the ideas they've grown, and how they can apply their learning to real-world problems.
Reading Standards for Informational Text		
Key Ideas and Details		
RI.3.1	☐ Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
RI.3.2	☐ Determine the main idea of a text; recount the key details and explain how they support the main idea.	
RI.3.3	☐ Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	
Craft and Structure		
RI.3.4	☐ Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	
Integration of Knowledge and Ideas:		
RI.3.9	☐ Compare, contrast and reflect on (practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.	

	Formative and Summative (*) Assessments: • Pre-assessment/Post-assessment * (online resources) • Conferencing notes/records of conferences, small groups and observations • Post-it notes/Readers Notebook • Running Records • Learning Progressions • Research Club Discussions • Student Reflection • End of Unit Project – creating a new zoo for animals/how to solve the extinction problem. Instructional Strategies Interdisciplinary Connections <i>Correlates to routine units in math, science, rules and community units in social studies</i> ☐ Correlates to the Populations Unit in Science: -Compare/contrast similarities/differences within and between groups of living things. -Use observations to recognize that individuals vary within a species. -Organize information to show how humans can impact their environment. ☐ Correlates to the Geography Unit in Social Studies: -many informational texts include maps.
	Technology Integration ☐ Google Slide Show- Students can use their information and research to describe their subtopics on their animal ☐ Student Treasures- Students can publish their description of their animal using their research (can be done either online or in writing)
	Media Literacy Integration ☐ Websites – National Geographic, Discovery, worldbookonline, trueflix, ☐ Bill Nye Science Guy Videos on Ecosystems

	☐ Virtual Tours of Zoos, National Parks
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills 21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy
Professional Resources: ☐ <i>Reading Units of Study</i> Grade 3, Unit 4 Research Clubs <i>Elephants, Penguins, and Frogs</i>, <i>Oh My!</i> by Lucy Calkins and Kathleen Tolan ☐ Reading Pathways <i>Performance Assessments and Learning Progressions</i> ☐ www.heinemann.com (log in with book code for online resources, use code RUOS_Gr3) ☐ National Geographic for Kids ☐ Discovery.com ☐ Non-fiction materials (all reading levels)	
Mentor Texts: ☐ <i>The Life Cycle of an Emperor Penguin</i> by Bobbie Kalman ☐ <i>Penguins</i> by Bobbie Kalman ☐ <i>The Penguin</i> by Beatrice Fontanel ☐ <i>The Life Cycle of a Frog</i> by Bobbie Kalman	

Unit Description: Social Issue Book Clubs: Reading with Lenses Across Fiction and Nonfiction (Curricular Calendar)

In this unit, *Social Issue Book Clubs: Reading with Lenses Across Fiction and Nonfiction*, students work in book clubs to discuss the social issues their books present. Students learn to take their books and their lives seriously, and to think critically by questioning, interpreting the text, and empathizing with characters. They think about how books affect the choices they make, the kind of person they try to be, and the issues they care about. This unit supports students in reading across multiple genres and helps students learn to interpret and determine themes. Students realize that social issues go beyond the main problem a character faces in a story; they apply to larger groups of people, are often found in the subtler problems that are long-term, and often much harder to solve. Students end the unit with a social action project, a way to make a real-world difference about an issue they read about and feel passionate about sharing with others.

Reading			
Big Ideas: Course Objectives / Content Statement(s) (Skill Progressions) ☐ A social issue is an issue that affects a lot of people, not just one character. ☐ Readers think about and question issues in the world and read to become more informed about those issues. ☐ Readers create and recreate theories about characters and opinions about social issues. ☐ Readers debate and work towards solutions for problems in their classroom, community, and the world.			
Performance Standards: Benchmark Instructional Levels: P		Time Line: May-June	Duration of Unit: 5 weeks
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>		Enduring Understandings <i>What will students understand about the big ideas?</i>	
☐ How can my reading help me look through a variety of perspectives at issues that exist in the world? ☐ How can texts help me live my own life differently?		Students will understand that... - Reading can teach us about issues that exist in the world, and how to deal with issues in our own lives. - Reading can show us how to live lives of meaning and significance. - Stories often have multiple meanings or lessons. - Reading through a social issue lens encourages readers to reread books, thinking about how the books address themes and ideas we initially overlooked.	
Areas of Focus: Proficiencies		Examples, Outcomes, Assessments	

(New Jersey State Standards)		Bend I: Reading Can Teach us About Issues in the World and in Our Lives	
Students will:			
NJSLS	Description		
Progress Indicators for Reading Literature Text			
Key Ideas and Details			
RL 3.1	Ask and answer questions, make relevant connections to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.	Instructional Focus: Students listen to several read alouds with powerful messages. Students work in small groups to read and discuss lessons that are meaningful to them. They use the text to discuss and offer ideas about what they can do to make the classroom and larger community better. Multiple issues are discussed and explored. *Note- Consider issues that students were vocal about in the Changing the World unit. For example, some may have been passionate about bullying and you could pair those students together for this unit. <u>Session 1: Stories Shape Lives</u> - Readers consider life lessons that can be learned from what they read. They stop and ask, "What does this make me think about how we can make our classroom better? Our community better?" They grow strong, interesting ideas, and learn how to let books teach them how they can live their own lives differently. - Readers ask, "What am I learning from this book that is helping me think about how to live my life?" <u>Session 2: Previewing Our Books</u> - Before readers start reading, they can preview a book, maybe by reading the back blurb or flap, and think about what lessons the characters might learn. That can help them think more about what lessons they might learn from the book. The	
RL 3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.		
RL 3.3	Describe the characters in a story (e.g., their traits motivations, or feelings) and explain how their actions contribute to the plot.		
Craft and Structure			
RL 3.4	Determine the meaning of word and phrases as they are used in a text, distinguishing literal from nonliteral language.		
RL 3.5	Refer to parts of stories, dramas, and poems when writing or spelling about a text using terms such as chapter, scene, and stanza, describe how each successive part builds on earlier sections.		
RL 3.6	Distinguish their own point of view from that		

	of the narrator or those of the characters.	
Integration of Knowledge and Ideas		
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)	important thing is to carry those ideas forward as you read and keep thinking about them. Readers grow ideas about books as they read; these can be about characters' traits, setting, problems, life lessons. Students can consider all they have said and also think, "What's this book teaching me about how to live my own life so far?"
RL 3.9	Compare, contrast, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)	
Range of Reading and Level of Text Complexity		
RL 3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.	Session 3: Considering Characters - Readers understand that the problems characters face and the ways in which they respond to them are not only windows into who the character is, but also to what the story says about life. - Readers remember to ask themselves, "What might this story be trying to teach me about life in this moment? What can we learn from this story?" Session 4: Ideas Need Evidence - Readers are reminded that ideas about the text are only strong if they can be supported by the text. Readers look for the exact words that support what they are saying or thinking. - Partners hold each other accountable for giving evidence to support their ideas. Session 5: One Text, Multiple Meanings - Readers learn that one book can teach many lessons. Readers push themselves to ask, "What else might this book be teaching me?" to keep growing rich strong ideas. - Readers continue to find themes in their books and look for details and evidence to support the theme. * Note – You can return to your first read aloud to model thinking of
Progress Indicators for Reading Foundational Skills		
Phonics and Word Recognition		
RF 3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Identify and know the meaning of the most common prefixes and derivational suffixes. B. Decode words with common Latin suffixes. C. Decode multisyllable words. D. Read grade-appropriate irregularly spelled	



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	words.	
Fluency		
RF 3.4	Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	multiple lessons the book teaches. Also, consider posting a bank of universal lessons to help support those students who might not yet have the language to precisely word the ideas they are seeing in books. <u>Session 6: Reading and Rereading with the Theme in Mind</u> • Readers learn that once they know more about the bigger meanings in a story it can help them read the story in a way where really important parts shine through to readers. • One way to do this is when you read (or reread) a book aloud, you want those places to especially stand out to readers, and to do this you might slow those places down or emphasize those places by making your voice extra expressive. <u>Session 7: Focus on Importance</u> • Readers focus on lessons or issues that are especially important to them. • Readers personalize those issues and think of the social impact. They ask, 'How does learning that lesson help me think about how we could make our classroom better? How could I make things better at home? How could the larger community be better?'

	<u>Bend II: Reading with a Lens</u> Instructional Focus: Students will be grouped in social issue clubs—with each club studying an issue about a topic the students are passionate about. They will read a variety of genres on the issue, thinking about what each book shows about it. The goal will be to
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	develop new and better ideas about the issue and about how to live their lives differently due to their study of that issue. * Note – You’ll want to choose a few texts that have the potential to create rich conversations when read together. Some possibilities include <i>Each Kindness</i> (Jacqueline Woodson), <i>The Hundred Dresses</i> (Eleanor Estes), and perhaps a nonfiction article from the <i>Changing the World</i> unit (see below and/or curricular calendar for link). <u>Session 8: Seeing Issues Everywhere</u> • Readers learn that once they start caring about an issue—say bullying, they start seeing it everywhere—in the stories they read, in the news, in everything that happens around them. They get new and more complicated ideas, and change their thinking. They think about what they can do to make the world better in terms of this issue. * Note – Rally students to create baskets of books around various issues. Be sure one of the baskets addresses the issue you plan to study and use in your demonstrations in this bend, such as bullying/teasing. <u>Session 9: Seeing Issues in Poetry</u> • Readers learn that issues exist not only in fiction texts, but also in poetry (and nonfiction). * Note – Try to add poems and nonfiction texts to each of the baskets of books students created around a particular issue. <u>Session 10: Seeing More in Texts of all Genres</u> • Readers learn that when they read a text thinking about an issue, they can use that issue kind of like a lens. They can keep that issue in mind and look at the story through the lens of that issue and that can help you to notice more in the text
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	<u>Session 11: Remembering Past Skills and Strategies</u> • Readers have many things to consider when reading: social issues/theme, story structure, details about characters or setting, etc. They read closely to lead to a richer understanding. • Readers are challenged to consider the problems characters face and ask, ““What might this moment be teaching us, not just about the character, but about life?” <u>Session 12: Issues Can Be More Complicated Than They Appear</u> • Readers learn that when they read different books that address the same issue, they can put those books in conversation with each other to think about what they each might be saying about the issue. One way to do this is to think about the issue from the perspective of different characters in the books. <u>Session 13: Comparing and Contrasting Books</u> • Readers consider different texts and think about ways they are similar and different. They may compare and contrast characters (“Who is the better friend?”), issues, setting, etc. * Note – You may want to put out charts from Bend III of <i>Character Studies</i> to remind students of the ways then can compare and contrast books. <u>Session 14: Looking at Issues from a Variety of Angles, and Texts</u> • Students learn that when readers have a healthy diet of fiction and nonfiction, one kind of reading ends up informing the other. * Note – Check NewsELA for texts/articles on related issues.
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	<u>Session 15: Talking and Writing Help Us Grow Ideas</u> - Students (and their clubs) think about the issue they are studying and what ideas they have for living differently because of their reading. For example, once they have read across several texts, they might jot about the ways in which people can stand up to bullies, drawing on their Post-its and other quick jots in order to gather text-based evidence. <u>Bend III: Reading With a New Lens and Bringing Our Reading Lenses to the World</u> Instructional Focus: Students focus on a new issue, drawing on all they have learned about studying an issue, thinking more about it, and letting what they read give them ideas about how to live differently. Students notice more how authors show themes and move towards social action. <u>Session 16: Embarking on a New Journey</u> - Readers utilize all they have learned to push themselves to grow rich, strong ideas about new issues they study. - When readers set out to research, to study an issue deeply, they start by making a plan for how that study will go. They think about all that they know how to do, about their repertoire of reading strategies, and they make a plan for the study on which they're embarking. Clubs draw on all they know to grow complicated ideas about the issue they are studying. They show specific details from the text to back up their thinking, giving proof for how the texts they are reading are giving them ideas about how to live.
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	* Note – Students from one club (having read books about one issue) can introduce their basket of books to another club, who will now “study” that issue. <u>Session 17: Using Emotions as a Window into Larger Meaning</u> • Readers pay close attention to scenes that bring out a strong reaction in them—ones that present an unfair situation. They notice how characters react to this situation and then think, “What am I learning about this issue from this scene?” <u>Session 18: Language Leads to Theme</u> • Readers learn that every word in a story is a choice by the author. To figure out why a word may have been used, they need to figure out what it means by noticing how it is used. <u>Session 19: Talking Back to Texts</u> • Readers learn that by asking questions of their texts, they can become more active readers, and gain a greater understanding of their texts. They can pose questions to clubmates, such as: ‘How do we feel about how this group is being represented? Does this fit with what we have seen in the world? Is there something the author seems to want us to know about being a member of this group?’ <u>Session 20: Putting Our Thoughts Together</u> • Readers realize that issues characters face have multiple perspectives and causes. The write in notebooks thinking through new ideas and concerns about the issues being studied. • Students can revisit earlier prompts to stretch their thinking such as ‘This makes me think...,’ or ‘I used to think...but now I think...’
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Session 2.1: Celebration

- Students, in clubs, create mini-social action projects around an issue they feel very strongly. Have students self-select action projects. They might plan, write, and deliver presentations to younger students about these issues or film presentations on them. They might prepare a read aloud or two of a book they find really important and deliver it to a younger grade. They might create warning labels for texts they find have gone along with stereotypes. They may consider quick emails or letters, poster campaigns, or scripted and videotaped public service announcements. Students try to begin making a real world difference.

Formative and Summative (*) Assessments • Pre-assessment/Post-assessment * (need to create your own, as this unit doesn't yet have an online assessment) • Conferring notes • Post-it notes/Readers Notebook • Running Records • Partner/Whole-class/Club conversations and observations	
Instructional Strategies Interdisciplinary Connections <i>Correlates to routine units in math, rules and community units in social studies</i> ☐ Students can read and learn about real-life advocates for social justice and how they made a difference to their community. ☐ Establish connections to health-related science topics or political topics covered in social studies.	
Technology Integration ☐ Explore online text that address social issues such as Scholastic or Time for Kids ☐ Incorporate poetry through the web	
Media Literacy Integration ☐ Record a public service announcement ☐ Write a letter to a local community member about a social issue	
Global Perspectives Possible Read-Alouds: ☐ <i>Little Things Make Big Differences: A Story About Malaria</i> by John Nunes and Monique Nunes ☐ <i>14 Cows for America</i> by Carmen Agra Deedy ☐ <i>Beatrice's Goat</i> by Page McBrier ☐ <i>The Good Garden: How One Family Went from Hunger to Having Enough</i> by Katie Smith Milway ☐ <i>One Hen: How One Small Loan Made a Big Difference</i> by Katie Smith Milway ☐ <i>The Name Jar</i> by Yanksook Choi	☐ <i>Good-bye, 382 Shin Dang Dong</i> by Frances Park ☐ <i>My Name is Yoon</i> by Helen Recorvits

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Multicultural and Cultural Competency Perspectives Life and Career Skills 21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy
Professional Resources: ☐ Adapted from Teachers College Reading and Writing Project Reading Curricular Calendar, 2017-2018, <i>Social Issues Book Clubs: Reading with Lenses across Fiction and Nonfiction.</i>	
Mentor Texts: ☐ <i>The Hundred Dresses</i> by Eleanor Estes ☐ <i>Each Kindness</i> by Jacqueline Woodson ☐ <i>The Big Orange Splot</i> by Daniel Pinkwater The following picture books are also recommended (also see Global Perspectives, above): ☐ <i>Chrysanthemum</i> by Kevin Henkes ☐ <i>The Most Magnificent Thing</i> by Ashley Spires ☐ <i>Dancing in the Wings</i> by Debbie Allen ☐ <i>Wilfred Gordon McDonald Partridge</i> by Mem Fox ☐ "Alone" from <i>Days with Frog and Toad</i> by Arnold Lobel ☐ <i>One Green Apple</i> by Eve Bunting ☐ <i>Losing Face</i> by Janet Wong (poem) ☐ Nonfiction article- 'Battling Bullies' by Laura D. Egodigwe (see Scholastic link: http://teacher.scholastic.com/scholasticnews/indepth/bullying/bullying/index.asp?article=battling&topic=0) ☐ Variety of other fiction books, picture books, nonfiction articles, short stories, and poetry ☐ Nonfiction texts that deal with social issues such as Time for Kids, Scholastic News, WR News, Highlights, or New Moon	