



English/Language Arts Department

Grade 3

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Effective Date: September 2022

Scope and Sequence

| Month | Reading Workshop | Writing Workshop | Word Study/Phonics |
|----------------|---|---|---|
| Sept-Oct | Unit 1a: Building a Reading Life (Book 1) | Unit 1b: Crafting True Stories (Book 1) | Fundations Units: Orientation Unit (5 days) Unit 1 (2 weeks) Unit 2 (3 weeks) Unit 3 (1 week) Unit 4 (2 weeks) Unit 5 (2 weeks) Unit 6 (3 weeks) Unit 7 (2 weeks) Unit 8 (3 weeks) Unit 9 (3 weeks) Unit 10 (3 weeks) Unit 11 (2 weeks) Unit 12 (2 weeks) Unit 13 (2 weeks) Unit 14 (2 weeks) |
| Nov-Dec | Unit 2a: Reading to Learn: Grasping Main Ideas and Text Structures (Book 2) | Unit 2b: The Art of Information Writing (Book 2) | |
| Jan-Feb | Unit 3a: Character Studies Book Clubs (Book 3) | Unit 3b: The Literary Essay (If, Then) | |
| March-April | *Two Week Mini Test Prep Unit Unit 4a: Mystery: Foundational Skills in Disguise (New Book) | *Two Week Mini Test Prep Unit Unit 4b: Changing the World: Persuasive Speeches, Petitions, and Editorials (Book 3) | |
| May-June | Unit 5a: Research Clubs: Elephants, Penguins, and Frogs, Oh My! (Book 4) | Unit 5b: Writing About Research Information Writing: Reading, Research, and Writing (If, Then) | |
| If Time Allows | Learning from Countries Around the World (If, Then) | Once Upon a Time: Adapting and Writing Fairy Tales (Book 4) | |

[Grammar Standard Expectations, K-5](#)

| Unit 1a - Reading | |
|---|--|
| Building a Reading Life | |
| Summary and Rationale | |
| <p>In the first bend, the focus will be on supporting readers with building an ever more powerful reading life. Students will consider systems for finding really great books, read with purpose and engagement, and support each other as readers in partnerships. During this bend, teachers will establish purposeful partnerships, based upon TC running records assessments, matching partners according to reading level. If you feel your students need a few additional launching lessons prior to starting this bend, you may want to select a few extra lessons from the launching reading workshop resources in the resource section below. Then, in the second bend, readers will focus on essential comprehension skills, which must be an internalized habit for readers. They will work on monitoring for meaning, envisioning, making logical predictions using the text, and retelling. Finally, in bend three, students will learn the meaning of grit. This bend focuses on word-solving skills, teaching kids different ways to figure out tricky words and phrases, as well as asking questions of the text. At the end of the unit, students will receive their reader's notebooks as a sign that they are ready to begin recording their thinking more thoroughly.</p> | |
| Recommended Pacing | |
| 6-8 weeks (September - October) | |
| Standards | |
| Reading: Literature | |
| 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 the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. |
| RL.3.4 | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. |

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| 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.3.10 | 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. |
| Reading: Foundational Skills | |
| 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. |
| Speaking and Listening | |
| SL.3.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. |
| SL.3.3 | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |
| 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. |
| SL.3.6 | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| Language | |
| L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| L.3.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| L.3.4 | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. |
| L.3.6 | 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., <i>After dinner that night we went looking for them</i>). |
| Interdisciplinary Connections | |

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| Visual & Performing Arts 1.3.5.C.2 | Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances. |
| Social Studies 6.1.4.D.19 | Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives. |
| Integration of Technology | |
| 8.1.5.A.1 | Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. |
| 8.1.5.A.2 | Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. |
| Social Justice Standard | |
| DI.3-5.9 | I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree. |
| Instructional Focus | |
| Enduring Understandings: | Essential Questions: |
| <ul style="list-style-type: none"> • Readers build a powerful reading life by reflecting upon who they are, choosing books that are just right, making plans. and responding personally to the text. • Readers think deeply about texts to better understand a story by monitoring for meaning, envisioning, predicting, and supporting their thoughts with text details. • When texts get challenging, readers respond with resilience and fortitude. | <ul style="list-style-type: none"> • How can I build a powerful reading life? • How do readers think deeply about a text to better understand a story? • What can readers do to tackle more challenging texts? |
| Evidence of Learning (Assessments) | |
| Unit Common Assessment: <ul style="list-style-type: none"> • Pre-Assessment: <ul style="list-style-type: none"> ○ Teacher Instructions ○ Pre-assessment ○ Pre-assessment Sample responses ○ Pre-assessment Student rubric | |

- Post-Assessment:
 - [Post-assessment](#)
 - [Post-assessment Sample Responses](#)
 - [Post-assessment Student Rubric](#)
 - [Learning Progression](#)

Reading:

- TC Running Record Reading Assessments
- Reading Learning Progression- Narrative Reading
 - Grade 3
 - Grades 2-6
- Reading Learning Progression- Information Reading
 - Grade 3
 - Grades 2-6

Objectives (SLO)

Launching Reading Workshop

Prior to beginning this unit, you should spend a week launching reading workshop with your students. This is a great time to spend some time building excitement for reading and setting expectations, routines, and procedures. To support you with planning, you may want to generate ideas from the link below.

- [Ideas for Launching Reading Workshop](#)

Students will know: (GOAL)

Students will be able to: (TEACHING POINT)

BEND I: Making a Reading Life

Goal: Readers build a powerful reading life.

Suggestions for Differentiation

Conferring/Small Group Instruction

(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)

- Manage the workshop by filling it with respect for reading. (Session 1)
- Assess readers while supporting fluency. (Session 2)
- Rally students' enthusiasm around reading. (Session 3)
- Setting the whole community, and each reader, on a course. (Session 4)
- Support the varied work that students do as readers. (Session 5)
- Help readers who need support learn to talk about their reading. (Session 6)

- Readers make plans to set themselves up for the best possible reading lives, and then they put those plans into action. (Session 1: Mini-Lesson)
- Readers can choose to read cranky and bored or they can choose to read as if books are gold. (Session 2: Mini-Lesson)
- 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. (Session 3: Mini-Lesson)
- Readers set clear goals and track their progress toward those goals. (Session 4: Mini-Lesson)
- Readers draw on their reading interests to create systems for finding and sharing books within a community of readers. (Session 5: Mini-Lesson)
- Readers develop partnerships that support their reading. (Session 6: Mini-Lesson)

BEND II: Understanding the Story

Goal: Readers think deeply about and discuss texts to better understand the story.

Suggestions for Differentiation

Conferring/Small Group Instruction

(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)

- Check in on comprehension. (Session 7)
- Use the learning progression to assess students' envisioning and move them forward. (Session 8)
- Support everything you've taught about reading and thoughtful predictions (Session 9)
- Teach your most and least proficient predictors. (Session 10)
- Support children's retelling. (Session 11)

- Readers give themselves comprehension checks as they read, asking themselves questions to make sure they understand what is going on in their books. (Session 7: Mini-Lesson)
- Reader ask themselves, "What mind-work does this text want me to do?." Sometimes they will need to make movies in their minds, and other times, they will need to collect information. (Session 8: Mini-Lesson)
- Readers draw on many elements to come up with predictions about the stories they read, and as they continue to read, they reexamine their predictions in light of new information. (Session 9: Mini-Lesson)
- Readers make predictions that tell not only the main things they think are likely to happen later in the story, but also include details about how those things might happen. This do this by drawing on specifics from the story and including details in their predictions. (Session 10: Mini-Lesson)
- 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. (Session 11: Mini-Lesson)
 - Readers will be able to retell a story and make a text-to-self connection to the main characters in the story. Students will be able to retell the story with a partner and share a time that they have related to how the character feels different from others. (not in unit of study)
 - Use mentor text The Sandwich Swap (after session 11).
- Readers discuss their books with others and their reading skills improve. (Session 12: Mini-Lesson)

BEND III: Tackling More Challenging Texts

Goal: Readers work to tackle more challenging texts.

Suggestions for Differentiation

Conferring/Small Group Instruction

(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)

- Build on small-group reading work you taught earlier. (Session 13)
- Teach readers to figure out how to pronounce tricky words as best they can. (Session 14)

- Readers go from being a good reader to a great reader; it takes grit! (Session 13: Mini-Lesson)
- 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. (Session 14: Mini-Lesson)
- 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 definition of the hard words by using textual clues. (Session 15: Mini-Lesson)
- Authors sometimes use figurative language that can be confusing, so readers need to use contextual clues to

- Support children’s word-solving skills while also supporting them in all they have learned to do. (Session 15)
- Support kids with word solving. (Session 16)
- Help readers who struggle to differentiate themselves from their characters. (Session 17)
- Support students as they work through the questioning process. (Session 18)

make sense of these figures of speech. (Session 16: Mini-Lesson)

- 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. (Session 17: Mini-Lesson)
- Readers gather information from their texts to try and understand the author’s purpose. (Session 18: Mini-Lesson)
- Readers write to make sense of and remember reading experiences. (Session 12: Mini-Lesson)

Interactive Read Aloud: *Indian Shoes* (Suggested Text)

Follow the pacing guide below to ensure that your readers are prepared for each session ahead of time. There are times you’ll read aloud during a mini-lesson; however, this will not be when you do the bulk of your read aloud. To keep minilessons brief and maximize independent reading time, your read aloud will take place in a block of time outside of reading workshop.

Read Aloud Lesson Guide [Building a Reading Life with Indian Shoes.pdf](#)

| Session | Read Aloud <u>before</u> the Minilesson (Outside of Reading Workshop) | Read Aloud <u>during</u> Reading Workshop |
|----------------|--|--|
| BEND I | | |
| Sessions 1-6 | No specific reading | No specific reading |
| BEND II | | |
| Session 7 | Read <i>Indian Shoes</i> (pp. 1-12) and “Don’t Forget The Pants” (pp 12 - top of 15 - “This or that always goes wrong.”) | Use passage from “Don’t Forget the Pants,” pp. 15-16 “Ray and Grampa Halfmoon walked past a window framed ... The second hanger was empty.” (see Teaching) |
| Session 8 | No specific reading | Use passage from “Don’t Forget the Pants pp. 16 - 19 “Ray quickly pulled on the jacket...” to “At least it’s worth a try.” |
| Session 9 | Read through the bottom of 38 of “The Accident” | No specific excerpts |

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| Session 10 | No specific reading | Use passage from The Accident pp. 39-43, from “What’s that? Grampa Halfmoon asked...he felt like a first-place winner.” (see Active Engagement) |
| Session 11 | Read “Team Colors” (pp. 44-54) | No specific excerpts |
| Session 12 | No additional reading specified | No specific excerpts |
| BEND III | | |
| Session 13 | No additional reading specified | Use passage from “Team Colors” p. 53, from “The team cheered ...joined in.” (see Conferring and Small-Group Work) |
| Session 14/15 *This session is a blend of sessions 14 and 15 of the unit. | No additional reading specified | Use passage from “Team Colors” p. 53, from “The team cheered ...joined in.” (see Teaching) Use passage from “Night Fishing,” p. 60 from “Ray tried again...” to “... long extinct.” (See Active Engagement) Use passage from “Night Fishing,” p. 63 from “Just then a glittering...” to “... below the dock on p. 65.” (see Active Engagement) |
| Suggested Resources/Technology Tools | | |
| <u>Home to School Connection Letter for Parents</u> Mentor Texts: <i>Demonstration Texts</i> Indian Shoes by Cynthia Leitich Smith Each Kindness by Jacqueline Woodson (Penguin) Sandwich Swap <i>Suggested Texts</i> Cam Jansen and the Mystery of the Stolen Diamonds by David A. Adler (Penguin) Ramona the Pest by Beverly Cleary (HarperCollins) Donovan’s Word Jar by Monalisa DeGross (HarperCollins) How to Be Cool in the Third Grade by Betsy Duffey (Penguin) The Hundred Dresses by Eleanor Estes (Houghton Mifflin Harcourt) Judy Moody Gets Famous! by Megan McDonald (Candlewick Press) | | |

Stink: The Incredible Shrinking Kid by Megan McDonald (Candlewick Press)
Junie B. Jones and the Stupid Smelly Bus by Barbara Park (Random House)

Other Resources

What Really Matters for Struggling Readers: Designing Research-Based Programs by Richard L. Allington (Pearson)
Visible Learning for Teachers: Maximizing Impact on Learning by John Hattie (Taylor & Francis)
“The Star-Spangled Banner” by Francis Scott Key (song lyrics)
Creating Innovators: The Making of Young People Who Will Change the World by Tony Wagner (Simon & Schuster)
Illustration of the Tin Man from The Wizard of Oz

Possible Launching Lessons:

[Launching Unit 0](#)

[Specific Grade 3 Launching Lessons](#)

[Teachers College Reading and Writing Project Website](#)

[Grade 3 Micro Launch - Reading Workshop](#)

[Correlations to the NJSL Standards](#)

Anchor Charts

To Make Reading the Best It Can Be, I will...

[Color](#) / [B&W](#)

Readers Understand a Story by...

[Color](#) / [B&W](#)

Readers Climb the Hurdle of Hard Words by...

[Color](#) / [B&W](#)

Session 1

[Reading Log](#)

[Figure 1-1: "Knowing that Grace struggles"](#)

[Figure 1-2: "Classrooms support grand reading"](#)

[Homework](#)

Session 2

[Passage from *Each Kindness* by Jacqueline Woodson](#)

[“Make Reading the Best It Can Be” anchor chart](#)

["Fluency" strand of the Narrative Reading Learning Progression](#)

[Homework](#)

Session 3

[Reluctant Readers Book List](#)

[Sample Book Introduction](#)

["Signs to Watch For" chart](#)

["Fluency" strand of the Narrative Reading Learning Progression](#)

[“Make Reading the Best It Can Be” anchor chart](#)

["Signs to Watch for When Choosing a Book" chart](#)

[Homework](#)

Session 4

[Sample Teacher Reading Log](#)

["Reading Fast, Strong, and Long" bookmark](#)

[“Make Reading the Best It Can Be” anchor chart](#)

Homework

Session 5

"Make Reading the Best It Can Be" anchor chart

Figure 5-1 "Student's suggestion won't be novel"

Figure 5-2: "Children are invited to make suggestions"

Homework

Session 6

"Questions to Ask to Get to Know a Reading Partner" chart

"Tips for Interviewing a Reader" chart

"Fluency" strand of the Narrative Reading Learning Progression

Figure 6-1: "Children generate own charts"

Figure 6-2: "Partner to jot what she learned from interviewing"

Homework

Session 7

Tin Man Image

"Readers Give Themselves a Comprehension Check-up by Asking" Bookmark

"Monitoring for Sense" strand of the Narrative Reading Learning Progression

"Readers Give Themselves a Comprehension Check" chart

Figure 7-3: "Sophisticated to ask who the narrator is"

Figure 7-4: "Reader regularly jots questions"

Homework

Session 8

"Readers Understand a Story" anchor chart

"Envisioning/Predicting" strand of the Narrative Reading Learning Progression

Figure 8-2: "Caleb and Anna's chores"

Figure 8-3: "Sketch shows Hank's reaction"

Figure 8-4: "Sketch shows Susan's reaction"

Figure 8-6: "Finn reflected on his sketch"

Homework

Session 9

"Readers Understand a Story" anchor chart

"Envisioning/Predicting" strand of the Narrative Reading Learning Progression

Figure 9-1: "Isabella's prediction minor character"

Figure 9-2: "Tyler's prediction Little Willy's traits"

Figure 9-3: "Readers make predictions"

Homework

Session 10

"Envisioning/Predicting" strand of the Narrative Reading Learning Progression

"Readers Understand a Story" anchor chart

Figure 10-1: "Tyrell's prediction doesn't tell"

Figure 10-2: "Chrissy's prediction draws upon"

Figure 10-3: "Julia to make a detailed prediction"

Homework

Session 11

"Retelling/Summary/Synthesis" strand of the Narrative Reading Learning Progression

"Readers Understand a Story" anchor chart

Figure 11-1: "'This makes me think...' gave Soraya"

Figure 11-2: "Prompts allowed George"

Homework

Session 12

"Retelling/Summary/Synthesis" strand of the Narrative Reading Learning Progression

"Ways Partners Can Work Together to Lift the Level of Each Other's Reading Work" chart

Session 13

Reading Grit Test

"Readers Climb the Hurdle of Hard Words" anchor chart

Figure 13-1: "Julia and Monica's grit tests"

Figure 13-2: "George and Chrissy's grit tests"

Homework

Session 14

"Readers Climb the Hurdle of Hard Words" anchor chart

"Word Solving" strand of the Narrative Reading Learning Progression, Grade 2

Figure 14-1: "Hassan's reading box"

Figure 14-2: "Cards tricky words and synonyms"

Homework

Session 15

Passage from *Stone Fox* for Identifying Pronouns and What They Reference

Excerpts from *Stone Fox* Using Contextual Clues

"Readers Climb the Hurdle of Hard Words" bookmark from G3B1.

"Readers Understand a Story" bookmark

"Clues Authors Leave Readers" chart

"Readers Climb the Hurdle of Hard Words" anchor chart

Homework

Session 16

Excerpts from *Stone Fox* Using Figurative Language

Homework

Session 17

Figure 17-1: "Margaret is questioning"

Figure 17-2: "Tyler is shocked by a decision"

Figure 17-3: "Jack is questioning"

Figure 17-4: "Felix is trying to answer"

Homework

Session 18

"Why Did the Author Include That?" questions

Figure 18-1: "Eliana is lingering on each question"

"Readers Gather Information" bookmark

Homework

Modifications

See suggestions for implementation listed under each goal.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community member and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 1b- Writing

Crafting True Stories

Summary and Rationale

The first bend of this unit focuses on building structure and routine in your writers as they move through the writing process. Writers become familiar with the steps in writing a good story as they share observations and experiences in order to imagine ideas for writing. Students set goals for themselves and reflect on what goes well and what to build as they generate entries. Students will be increasing volume and stamina through the unit as they write “fast and furious”. Students will benefit from writing some “flash drafts” to promote these skills. During bend one, you may want to include some additional launching lessons of your choosing. These lessons are included in the resource section and can be added into this unit as you see fit. Please do not take longer than two school weeks for these additional launching lessons.

The second bend will allow students to strengthen their writing skills by focusing on other authors’ techniques and ideas. Students will investigate how to use a “storytelling” voice in their stories to keep the reader interested. Children will often work with partners as they share ideas and elaborate on their writing.

The third bend of this unit encourages students to move through the writing process independently. Students will write, revise, and edit according to what skill is working for them, and what skills they need to build on.

The fourth and final bend of the unit ask students to travel through the writing process again, this time reflecting on their previous pieces and comparing and contrasting their own work to make it better. You will guide students to balance their writing and celebrate themselves as the authors they have become through publish their work.

Recommended Pacing

6-8 Weeks (September - October)

| Standards | |
|------------------------------|--|
| Reading: Literature | |
| 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 the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. |
| RL.3.4 | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. |
| RL.3.5 | Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. |
| RL.3.7 | 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). |
| Reading: Foundational Skills | |
| 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. |
| Writing | |
| W.3.3 | Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. |
| W.3.4 | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| W.3.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| W.3.8 | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. |
| W.3.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, |

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| | purposes, and audiences. |
| Speaking and Listening | |
| SL.3.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. |
| SL.3.3 | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |
| 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. |
| SL.3.6 | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| Language | |
| L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. B. Form and use regular and irregular plural nouns. |
| L.3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| L.3.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| L.3.5 | Demonstrate understanding of figurative language, word relationships and nuances in word meanings. |
| 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., <i>After dinner that night we went looking for them</i>). |
| Integration of Technology | |
| 8.1.5.A.1 | Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. |
| 8.1.5.A.2 | Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. |

| | | |
|---|---|---|
| Social Justice Standard | | |
| ID.3-5.1 | I know and like who I am and can talk about my family and myself and describe our various group identities. | |
| Enduring Understandings: | | Essential Questions: |
| <ul style="list-style-type: none"> Writers generate ideas for writing by thinking of small moments from their own special experiences. Writers strengthen their writing so that the writing tells an interesting story by focusing on strong leads and endings and studying other authors' techniques Writers strengthen their writing by reading and studying other authors' stories and techniques and taking care to balance their stories and make them appealing to a reader. Writers balance their writing with dialogue, details, and thoughts by planning, revising, editing, and publishing. Writers will use plural nouns to show more than one person, place, or thing. Writers will capitalize names. | | <ul style="list-style-type: none"> How do writers generate ideas for writing and write stories from personal experience that are special and exciting? How do writers strengthen their writing so that their writing tells an interesting story? How do writers have more independence over the writing process and strengthen their work? How do writers create their best work yet? How can writers study and apply grammar moves to use in their writing? |
| Evidence of Learning (Assessments) | | |
| Unit Common Assessment: <ul style="list-style-type: none"> POST ASSESSMENT <ul style="list-style-type: none"> <i>On-Demand Performance Assessment Prompt</i>- Narrative Rubrics/Checklists <ul style="list-style-type: none"> Grade 3 Rubric (Grade in Overall, Lead, Ending, Elaboration, Craft) Grade 3 Checklist Grade 3 Illustrated Writing: <ul style="list-style-type: none"> TCRWP Writing Rubrics and Student Editing Samples TCRWP Editing Checklists | | |
| Objectives (SLO) | | |
| <u>Launching Writing Workshop</u> | | |

Prior to beginning this unit, you should spend a week launching writing workshop with your students. This is a great time to spend some time building excitement for writing and setting expectations, routines, and procedures. To support you with planning, you may want to generate ideas from the link below.

- [Ideas for Launching Writing Workshop](#)

IMPORTANT TIPS FOR IMMERSION:

Before you begin the first bend, teachers should plan time for sharing mentor texts so that students can all explore common texts together. Interactive and shared writing are also important ways for students to see the process of writing of small moment narratives.*

***Note:** In shared writing, the teacher acts as a scribe with student participation and collaboration. In interactive writing, the teacher and student share the pen and write the parts of the text together.

***Have students write in a way that allows students to show off all they know about narrative writing.**

- Generate ideas for small moment entries from our lives
- Think through a few different ways to begin the story
- Zoom in on a moment and try on one small moment entry
- Use details to help readers picture your story.

Grammar Lessons are listed in the fifth goal. These can be integrated into your writing lessons where appropriate.

| Students will know: (GOAL) | Students will be able to: (TEACHING POINTS) |
|---|---|
| <p>BEND I: Starting the Writing Workshop: Visualizing Possibilities</p> <p>Goal: Writers will generate ideas for writing and will write stories from personal experience and small moments that are special and exciting.</p> <hr/> <p><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> - Move quickly among writers, learning their history and hopes. (Session 1) - Move quickly among writers, channeling them to keep writing. (Session 2) - Listen in ways that help writers know they have stories to tell. (Session 3) - Use table compliments to keep writers on a good trajectory. (Session 4). - Study each writer's growth. (Session 5) | <ul style="list-style-type: none"> • Writers will think about the kind of writing they do and will set goals for themselves. (Session 1: Mini-Lesson) • Writers will generate ideas by identifying their individual strengths, experiences, backgrounds, cultural identities, and/ or family traditions. (not in the units of study) <ul style="list-style-type: none"> ○ When students are generating ideas, you may want to provide students with opportunities to share experiences and stories that they are proud of that celebrate who they are. (They can do this with a partner or small group.) One way to do this is with an Identity Map. An "Identity Map" depicts all the components that make up one's own identity, including the varied roles they play. Put a circle on the board and write "Me" of your name in the center. Then, draw lines out from the circle and write words such as "loyal," "artist," "daughter," etc. ○ <i>Read Aloud: The Proudest Blue</i> <ul style="list-style-type: none"> ■ Read prior to this lesson to discuss ideas such as being proud of who you are and thinking about individual |

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| <ul style="list-style-type: none"> - Make spelling personal and purposeful. (Session 6) | <p>characteristics that may be unique to you, but you are proud of.</p> <ul style="list-style-type: none"> ● Writers will generate ideas for writing by thinking of small moments with a special person. (Session 2: Mini-Lesson) ● Writers will generate ideas for writing by thinking of small moments at a special place. (Session 3: Mini-Lesson) ● Writers will make a “mental movie” to tell a story bit by bit with small details in a “Storyteller’s” voice. (Session 4: Mini-Lesson) ● Writers will pause to self-assess and consider what’s going well in their writing what to work on next to improve their writing. (Session 5: Mini-Lesson) ● Writers will edit while they are writing to make sure they are writing a clear story. (Session 6: Mini-Lesson) |
| <p>BEND II: Becoming a Storyteller on the Page</p> <p>Goal: Writers will strengthen their writing by focusing on strong leads and endings and studying other authors’ techniques so that their writing tells an interesting story.</p> <p>-----</p> <p><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> - Help writers see they have stories to tell and the language with which to tell them. (Session 7) - Support students with writing with fluency. (Session 8) - Teach children to read like writers. (Session 9) - Get children off to a strong start. (Session 10) - Support sequencing and elaboration. (Session 11) | <ul style="list-style-type: none"> ● Writers will rehearse for writing by story-telling their ideas and generating alternate leads. (Session 7: Mini-Lesson) ● Writers will draft a story by writing “fast and furious” as they try to capture the mental movie in their mind. (Session 8: Mini-Lesson) <i>*You may want to generate your own student sample. The sample (Felix) included may be sensitive to some students.</i> ● Writers revise by studying other authors craft and trying it in their own writing. (Session 9: Mini-Lesson) ● Writers revise their stories by asking themselves what the most important part is and developing that part more. (Session 10: Mini-Lesson) ● Writers will revise their stories by grouping related sentences into paragraphs, and elaborating those paragraphs. (Session 11: Mini-Lesson) |
| <p>BEND III: Writing with New Independence on a Second Piece</p> <p>Goal: Writers will complete the writing process independently, taking care to balance their stories and make them appealing to a reader.</p> | <ul style="list-style-type: none"> ● Writers will take ownership of the writing process by making a plan for their writing and becoming “job captains” for their own writing. (Session 12: Mini-Lesson) ● Writers revise as they write and stop to ask themselves “Does this show what I know?” (Session 13: Mini-Lesson) |

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| <p>-----</p> <p><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> - Encourage independent problem solving. (Session 12) - Confer effectively with target questions and planning for predictable struggles. (Session 14). - Support the use of conventions and penmanship. (Session 16) | <ul style="list-style-type: none"> ● Writers replay their experiences and events in ways that let the reader feel their experience (Session 14: Mini-Lesson) ● Writers think carefully about the kinds of details they add to their writing and balance dialogue, actions thoughts, and details about the setting. (Session 15: Mini-Lesson) ● Writers will correctly punctuate dialogue by examining a mentor text. (Session 16: Mini-Lesson) |
| <p>BEND IV: Fixing Up and Fancying Up Your Best Work: Revision and Editing</p> <p>Goal: Writers will continue to strengthen their writing by revising, editing, and publishing their work.</p> <p>-----</p> <p><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> - Help students find meaning in their stories. (Session 17) - Group writers as they revise. (Session 18) - Focus on tenses and pronouns. (Session 19) | <ul style="list-style-type: none"> ● Writers will revise their writing to a new level of clarity and purpose. (Session 17: Mini-Lesson) ● Writers will craft the ending to their stories deliberately by studying other authors techniques. (Session 18: Mini-Lesson) ● Writers use checklists to edit their writing. (Session 19: Mini-Lesson) ● Writers will celebrate being a community and will share their work with the public. (Session 20: Mini-Lesson) |
| <p><u>Grammar/Language Focus:</u></p> <p>Goal: Writers study and apply grammar moves to use in their writing.</p> | <ul style="list-style-type: none"> ● Writers will use plural nouns to show more than one person, place, or thing. <ul style="list-style-type: none"> ○ More Than One: Plural Nouns (Patterns of Power: Lesson Set 1) ● Writers will capitalize names. <ul style="list-style-type: none"> ○ Common or Proper Nouns Making You Batty? Just Capitalize Names (Patterns of Power: Lesson Set 2) <p>The grade-level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, students may need additional grammar instruction based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.</p> |

[Home to School Connection Letter for Parents](#)

[Possible Launching Lessons](#)

[Correlations to the Common Core State Standards](#)

Mentor Texts

[The Proudest Blue](#)

Grammar Texts (Patterns of Power)

[Pink is for Blobfish](#)

[A Boy Called Bat](#)

Anchor Charts

Finding Ideas for True Stories

[Color](#) / [B&W](#)

To Write a True Story...

[Color](#) / [B&W](#)

Session 1

[Narrative Writing Checklist, Grade 2](#)

[Sample Notebook Entries](#)

[Chart: What Third-Grade Notebook Writers...](#)

[FIG. 1-1 Rebecca's notebook entry](#)

[FIG. 1-4 One student's observations](#)

Session 2

[FIG. 2-1 One student's response](#)

[FIG. 2-2 Emily's writing](#)

Session 3

[Chart: Finding Ideas for True Stories](#)

[Anchor chart: Finding Ideas for True Stories](#)

[Chart: The Hard Parts of Writing!](#)

[Chart: When I Run Out of Gas as a Writer, I Can...](#)

[FIG. 3-2 One student's starred ideas](#)

[FIG. 3-3 One student's Small Moment story](#)

Session 4

[Chart: A Storyteller's Voice Shows, Not Tells, It...](#)

[Chart: What Third-Grade Notebook Writers...](#)

[Chart: To Write A True Story](#)

[Anchor chart: To Write a True Story. . .](#)

[FIG. 4-3 Brooke's initial unfocused entry](#)

[FIG. 4-4 Brooke's later, more focused entry](#)
[FIG. 4-6 Emily's additions](#)

Session 5

[Narrative Writing Checklist, Grades 3 and 4](#)
[Chart: To Write A True Story](#)
[Anchor chart: To Write a True Story. . .](#)
[FIG. 5-1 Rebecca's piece](#)
[FIG. 5-2 Simeon's entries](#)

Session 6

[Sample Letter to Parents](#)
[Personal Word Wall](#)
[Bookmark: Quick Words to Check](#)
[FIG. 6-2 Olivia's entry](#)

Session 7

[Chart: To Write A True Story](#)
[Anchor chart: To Write a True Story. . .](#)
[FIG. 7-1 Ashley's spelling](#)
[FIG. 7-3 Miles's entry](#)
[FIG. 7-4 Olivia's different leads](#)

Session 8

[FIG. 8-1 Felix's first page](#) **Some students may be sensitive to this sample*
[FIG. 8-2 Nicole's first page](#)
[FIG. 8-3 One student's drafting booklet](#)

Session 9

[Narrative Writing Checklist, Grades 3 and 4](#)
[Chart: What Hesse Did...](#)
[FIG. 9-2 Miles's draft](#)
[FIG. 9-3 Miles's additions](#)
[FIG. 9-4 Song Moo's writing](#)

Session 10

[FIG. 10-2 Gregory's first draft](#)
[FIG. 10-3 Michela's first draft](#)
[FIG. 10-4 Michela's insert](#)

Session 11

[Narrative Writing Checklist, Grades 3 and 4](#)
[Chart: When to Start a New Paragraph](#)
[FIG. 11-1 Carl's entry](#)
[FIG. 11-3 Michela's story](#)
[FIG. 11-4 Michela's first draft](#)
[FIG. 11-5 Michela's addition plans](#)

Session 12

[Checklist: To Write a True Story: Monitoring My Process](#)

[Chart: What Hesse Did...](#)

[FIG. 12-2 Sam's entry](#)

[FIG. 12-3 Sam's addition](#)

[FIG. 12-5 Isaiah's writing](#)

Session 14

[Checklist: To Write a True Story: Monitoring My Process](#)

[Narrative Writing Checklist, Grades 3 and 4](#)

[FIG. 14-1 Ellie's writing](#)

[FIG. 14-2 Danielle's revised draft](#)

[FIG. 14-3 Maria's draft](#)

Session 16

[Chart: Look How Hesse Punctuates Quotes. She...](#)

[FIG. 16-1 Lizzie's detail-filled entry](#)

[FIG. 16-3 Takeshi's first entry](#)

[FIG. 16-4 Caitlin's writing](#)

[FIG. 16-5 Caitlin's first draft](#)

[FIG. 16-6 Caitlin's second draft](#)

Session 17

[Narrative Writing Checklist, Grades 3 and 4](#)

Session 18

[FIG. 18-1 Annotated ending from Come On, Rain!](#)

[FIG. 18-2 Jill's endings](#)

Session 19

[Editing Checklist](#)

[FIG. 19-1 Esther's writing](#)

Session 20

[FIG. 20-1 Miles's final draft](#)

[FIG. 20-2 Olivia's final draft](#)

[FIG. 20-3 Felix's final draft](#)

[FIG. 20-4 Gregory's final draft](#)

Modifications

See suggestions for implementation listed under each goal.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community member and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 2a- Reading

Reading to Learn: Grasping Main Ideas and Text Structures

Summary and Rationale

In the first bend, the focus will be the differences between reading fiction and reading expository texts. You will teach readers to figure out the main idea(s) and supporting details - setting readers up with clearly structured expository texts. Students will summarize nonfiction works. NOTE: Make sure that they are taking notes, not copying. The second bend is a shorter bend that will build on Bend I and ask students to think about their text and talk back to it. Students will find the main idea and grow their own ideas in response to what they read. They will begin to differentiate between their ideas and the author's *perspective on the topic*. NOTE: It is important to differentiate between point of view and perspective. In Bend III, you will teach students to read narrative nonfiction with attentiveness to structure. In the middle of this bend you will return to the work of word solving that you started at the beginning of the year. Next, you will teach readers to read biographies with two different lenses - the lens of story reading and the lens of reading for information. The unit will end with a celebration in which readers are invited to make a monument to their reading lives.

Recommended Pacing

6-8 weeks (November - December)

Standards

Reading: Literature

| | |
|--------|--|
| 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. |
|--------|--|

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| 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. |
| 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: Informational Text | |
| 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. |
| RI.3.4 | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| RI.3.5 | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. |
| RI.3.6 | Distinguish their own point of view from that of the author of a text. |
| RI.3.7 | Use information gained from 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. |
| 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. |
| Reading: Foundational Skills | |
| 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. |

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| Writing | |
| W.3.7 | Conduct short research projects that build knowledge about a topic. |
| W.3.8 | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. |
| W.3.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| Speaking and Listening | |
| SL.3.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. |
| 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. |
| SL.3.3 | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |
| 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. |
| SL.3.6 | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| Language | |
| L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| L.3.4 | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. |
| L.3.5 | Demonstrate understanding of figurative language, word relationships and nuances in word meanings. |
| 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., <i>After dinner that night we went looking for them</i>). |
| Interdisciplinary Connections | |
| Integration of Technology | |

| 8.1.5.A.1 | Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. | | | | |
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| 8.1.5.A.2 | Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. | | | | |
| Social Justice Standard | | | | | |
| JU.3-5.15 | I know about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world. | | | | |
| <table border="1"> <tr> <th>Enduring Understandings:</th><th>Essential Questions:</th></tr> <tr> <td> <ul style="list-style-type: none"> Readers determine importance in expository texts by previewing the text, using the structure, finding main ideas and supporting details, and revising their thinking as they read. Readers think deeply about expository texts by monitoring for significance, talking about the text, and distinguishing their opinion from the authors' opinions. Readers use all of their tools to dive deeply into narrative nonfiction including narrative and expository strategies.. </td><td> <ul style="list-style-type: none"> How can I determine importance in expository text? How do I think deeply about expository text to better understand nonfiction? How do I approach narrative nonfiction reading? </td></tr> </table> | | Enduring Understandings: | Essential Questions: | <ul style="list-style-type: none"> Readers determine importance in expository texts by previewing the text, using the structure, finding main ideas and supporting details, and revising their thinking as they read. Readers think deeply about expository texts by monitoring for significance, talking about the text, and distinguishing their opinion from the authors' opinions. Readers use all of their tools to dive deeply into narrative nonfiction including narrative and expository strategies.. | <ul style="list-style-type: none"> How can I determine importance in expository text? How do I think deeply about expository text to better understand nonfiction? How do I approach narrative nonfiction reading? |
| Enduring Understandings: | Essential Questions: | | | | |
| <ul style="list-style-type: none"> Readers determine importance in expository texts by previewing the text, using the structure, finding main ideas and supporting details, and revising their thinking as they read. Readers think deeply about expository texts by monitoring for significance, talking about the text, and distinguishing their opinion from the authors' opinions. Readers use all of their tools to dive deeply into narrative nonfiction including narrative and expository strategies.. | <ul style="list-style-type: none"> How can I determine importance in expository text? How do I think deeply about expository text to better understand nonfiction? How do I approach narrative nonfiction reading? | | | | |
| Evidence of Learning (Assessments) | | | | | |
| <p>Unit Common Assessment:</p> <ul style="list-style-type: none"> Pre-Assessment: (Scored and returned to students between Bend I: Session 2 and Bend I: Session 3) <ul style="list-style-type: none"> Teacher Instructions Pre Assessment Preassessment Sample Responses Preassessment Student Rubric Post-Assessment: <ul style="list-style-type: none"> Postassessment Postassessment Sample Responses Postassessment Student Rubric Learning Progression <p>Reading:</p> <ul style="list-style-type: none"> TC Running Record Reading Assessments Reading Learning Progression- Narrative Reading <ul style="list-style-type: none"> Grade 4 Grades 2-6 Reading Learning Progression- Information Reading <ul style="list-style-type: none"> Grade 4 | | | | | |

- Grades 2-6

Objectives (SLO)

IMMERSION

Prior to starting the unit, you should spend a few days allowing students some time for...

1. inquiry as they explore the features of different types of nonfiction texts
2. shared reading and/or interactive read aloud to begin to explore these texts as a whole class with teacher prompting and modeling of the thinking work we do

Students will know: (Goals)

Students will be able to: (Teaching Points)

BEND I: Determining Importance in Expository Texts

GOAL: Readers will determine importance in expository text by previewing the text, using the structure, finding main ideas and supporting details, and revising their thinking as they read.

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Suggestions for Differentiation

Conferring/Small Group Instruction

(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)

- Use the text's infrastructure to reconstruct main ideas and supporting specifics. (Session 1)
- Help readers preview and read for the main idea. (Session 2)
- Support students in extracting main ideas and supporting details from expository texts. (Session 3)
- Help readers teach each other by rereading, honing their skills at differentiating between the most important ideas and supporting details. (Session 4)
- Support children in setting goals and making plans. (Session 6)

- Readers prepare to read nonfiction by previewing it, identifying the parts, and thinking about how the book seems like it will go. (Session 1:Mini-Lesson)
- Readers pause along the way to summarize important information, so that they take in and remember what they read. (Session 2: Mini-Lesson)
- Assessment: Students get back their pre-assessment and take a look at their work, understand why they received their scores and set goals to improve their reading.
- Readers can take in more when they organize information into categories as they read. (Session 3: Mini-Lesson)
- Readers can teach others what they've learned from their nonfiction texts, paying close attention to the main ideas and supporting details. (Session 4: Mini-Lesson)
- Readers can use different strategies to draft and revise the main idea of a text (Session 5: Mini-Lesson)
- Readers grow by coming up with clear goals and plans for achieving them. (Session 6: Mini-Lesson)

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| <p>BEND II: Lifting the Level of Thinking About Expository Texts</p> <p>GOAL: Readers will think deeply about expository texts by monitoring for significance, talking about the text, and distinguishing their opinion from the authors' opinions.</p> <p>-----</p> <p>-</p> <p style="text-align: center;"><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> ● Support children in deepening engagement by asking questions. (Session 7) ● Support children as they draw on all they know. (Session 8) ● Support an awareness of perspective. (Session 9) | <ul style="list-style-type: none"> ● Readers read nonfiction to learn, determine importance, and work to find the interesting parts in the text. (Session 7: Mini-Lesson) ● Readers know that when they will be talking about a text, they gather their thoughts and prepare as they read. (Session 8: Mini-Lesson) ● Readers separate their own perspective from the perspective of the texts that they are reading. (Session 9: Mini-Lesson) ● Readers will prepare for narrative nonfiction texts by comparing and contrasting great conversations and bad conversations that they have had in the past. (Session 10: Mini-Lesson) |
| <p>BEND III: Synthesizing and Growing Ideas in Narrative Nonfiction</p> <p>GOAL: Readers use all of their tools to dive deeply into narrative nonfiction including narrative and expository strategies.</p> <p>-----</p> <p>-</p> <p style="text-align: center;"><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> ● Help children bring their familiar reading strategies to narrative nonfiction. (Session 11) ● Research and teach students to transfer. (Session 12) ● Support children in reading to learn. (Session 14) ● Guide reading to move kids up a level of text complexity. (Session 15) ● Help children consider their nonfiction in a narrative frame. (Session 16) ● Draw on past resources that can help you do new work. (Session 17) | <ul style="list-style-type: none"> ● Readers identify the type of structure a nonfiction text follows, and use this information to help them organize their thoughts. (Session 11: Mini-Lesson) ● Readers pay attention to important details by knowing that they relate to the reason a person or event is famous. They also pay attention to other things that the text emphasizes repeatedly. (Session 12: Mini-Lesson) ● Readers self-monitor to strike a balance between reading fluently and stopping to regain meaning when they see unfamiliar vocabulary. (Session 13: Mini-Lesson) ● Readers will draw on what they know about fiction reading. Discuss the connection between reading in the lens of a story and reading to learn information (not in units of study). <ul style="list-style-type: none"> ○ Students will create a T-chart to gather examples of fiction characteristics on the left and nonfiction characteristics on the right using the mentor text. Ask readers to talk about details about the subject that they have been noticing. “What details have you been picking up about Pura Belpré, her traits, needs, and motivations, the setting, possible challenges?” Then have students discuss the story as collecting information. Ask, What topics can |

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| | <p>you learn about? What main ideas/supportive points can you identify?</p> <ul style="list-style-type: none"> ■ Read aloud: Planting Stories Grade 3.3 Read Aloud Planting Stories.pdf ● Readers of narrative non-fiction read to understand the story and to learn information. (Session 14: Mini-Lesson) ● Readers look for the main idea or the reason that a story is being told when reading narrative nonfiction. (Session 15: Mini-Lesson) ● Readers use what they know about understanding fictional characters when they read narrative nonfiction. (Session 16: Mini-Lesson) ● Readers of hybrid nonfiction use authors' signals to shift between narrative and expository strategies. (Session 17: Mini-Lesson) ● Readers self-assess by studying their own work. (Session 18: Mini-Lesson) |
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Interactive Read Aloud:

Follow the pacing guide below to ensure that your readers are prepared for each session ahead of time. There are times you'll read aloud during a mini-lesson; however, this will not be when you do the bulk of your read aloud. To keep minilessons brief and maximize independent reading time, your read aloud will take place in a block of time outside of reading workshop.

| Session | Read Aloud <u>before</u> the Minilesson (Outside of Reading Workshop) | Read Aloud <u>during</u> Reading Workshop |
|--|--|---|
| BEND I - Gorillas by Lori McManus | | |
| Session 1 | | Preview and table of contents |
| Session 2 | | Pages 16-20 |
| Assessment day | No specific read aloud | No specific read aloud |
| Session 3 | | "The Weird Wonderful Octopus" by Anna Gratz (online resources) |
| Session 4 | | "What is a Frog?" and "Yummy Frog Food!" excerpts from <i>Frogs and Toads</i> by Bobbie Kalman (online resources) |

| | | |
|-----------------|------------------------|---|
| | | OR - your choice excerpts from this book |
| Session 5 | No specific read aloud | No specific read aloud |
| Session 6 | | Previously read excerpts from Session 4 |
| BEND II | | |
| Session 7 | No specific read aloud | No specific read aloud. |
| Session 8 | No specific read aloud | No specific read aloud. |
| Session 9 | | “Look Out For Those Teeth!” section from <i>Gorillas</i> |
| Session 10 | No specific read aloud | No specific read aloud. |
| BEND III | | |
| Session 11 | | Excerpt from Biography of Ezra Jack Keats on Heinemann website or http://www.lib.usm.edu/degrummond/ezra_keats/keats_bio.html |
| Session 12 | No specific read aloud | No specific read aloud |
| Session 13 | No specific read aloud | No specific read aloud |
| Session 14 | | <i>The Story of Ruby Bridges</i> by Robert Coles |
| Session 15 | | Excerpt from Biography of Ezra Jack Keats on Heinemann website or http://www.lib.usm.edu/degrummond/ezra_keats/keats_bio.html |
| Session 16 | | <i>Cactus Hotel</i> by Brenda Z. Guiberson and a second narrative nonfiction book that features an animal, plant, or group of people as a main character |

| | | |
|---|------------------------|--|
| Session 17 | | <i>George Washington's Breakfast</i> by Jean Fritz or an excerpt |
| Session 18 | No specific read aloud | No specific read aloud |
| Session 19 | No specific read aloud | No specific read aloud |
| Suggested Resources/Technology Tools | | |
| <p><u>Home to School Connection Letter for Parents</u></p> <p>Mentor Texts: <u>Gorillas</u> <u>Frogs and Toads</u> <u>Planting Stories</u> <u>The Story of Ruby Bridges</u></p> <p>Ezra Jack Keats Biography: <u>http://www.lib.usm.edu/degrummond/ezra_keats/keats_bio.html</u></p> <p><u>Correlations to the Common Core State Standards</u></p> <p>Anchor Charts</p> <p>REV UP Your Mind Before Reading Nonfiction! <u>Color</u> / <u>B&W</u> To Learn from Expository Texts <u>Color</u> / <u>B&W</u> When Reading Narrative Nonfiction... <u>Color</u> / <u>B&W</u></p> <p>Assessment</p> <p><u>Teacher Instructions</u> <u>Preassessment</u> <u>Preassessment Sample Responses</u> <u>Preassessment Student Rubric</u> <u>Postassessment</u> <u>Postassessment Sample Responses</u> <u>Postassessment Student Rubric</u> <u>Learning Progression</u></p> <p>Session 1</p> <p><u>Expository Text Set</u> <u>"Rev Up Your Mind Before Reading Nonfiction" anchor chart</u> <u>Figure 1-1: "Charts put words into kids' mouths"</u> <u>Figure 1-2: "Compare-and-contrast is one of the most important structures"</u> <u>Homework</u></p> <p>Session 2</p> | | |

["What Adaptations Help Gorillas Survive?" excerpt](#)
["Rev Up Your Mind Before Reading Nonfiction" anchor chart](#)
["Signs to Watch for When Choosing a Book" chart](#)
["Rev Up Your Mind Before Reading Nonfiction" bookmark](#)
["Rev Up Your Mind Before Reading Nonfiction" anchor chart](#)
["To Learn from Expository Texts" anchor chart](#)
[Figure 2-1: "Celebrate children's inventions"](#)
[Figure 2-4: "Goal for a reader to talk at length"](#)
[Figure 2-5: "A text will go on to forward another big idea"](#)
[Homework](#)

Session 3

["Orienting" strand of the Informational Reading Learning Progression](#)
[Memory Game](#)
[The Weird and Wonderful Octopus](#)
["To Learn from Expository Texts" anchor chart](#)
["Fluency" strand of the Informational Reading Learning Progression](#)
[Figure 3-5: "Notice how this box contains an idea"](#)
[Figure 3-6: "'Spinning planets' is a topic"](#)
[Figure 3-7: "Aly could have recorded these roles differently"](#)
[Figure 3-8: "Lily's responses were often marked"](#)
[Figure 3-9: "Grace recorded too many details"](#)
[Figure 3-10: "Grace revised her notes"](#)
[Figure 3-11: "Jack's boxes-and-bullets notes"](#)
[Homework](#)

Session 4

["To Teach Well" one-day chart](#)
[Frogs and Toads excerpt "What is a frog?"](#)
[Frogs and Toads excerpt "Yummy frog food!"](#)
["To Learn from Expository Texts" anchor chart](#)
[Figure 4-1](#)
[Figure 4-2: "Exposure to all the ways main ideas can be referenced will help your students on high-stakes tests."](#)
[Figure 4-3: "Sketching can help kids"](#)
[Homework](#)

Session 5

[Frogs and Toads excerpt "What is a frog?"](#)
[Frogs and Toads excerpt "Yummy frog food!"](#)
[Pets Keep Company Photos](#)
[Homework](#)

Session 6

[Giant Pacific Octopus Video YouTube Link](#)
[Octopus Opening a Container YouTube Video Link](#)
[Frogs and Toads excerpt "What is a frog?"](#)
[Frogs and Toads excerpt "Yummy frog food!"](#)
["Cross Text\(s\) Synthesis" strand of the Informational Reading Learning Progression](#)
[Figure 6-1: "Student goal-setting shared with partners"](#)
[Figure 6-2: "Student goal-setting after discussion"](#)

[Figure 6-3: "Student set a goal understanding synthesis"](#)

[Figure 6-4: "Student pushed toward a meaningful goal"](#)

[Homework](#)

Session 7

[Frogs and Toads excerpt "Yummy frog food!"](#)

[Frogs and Toads excerpt "What is a frog?"](#)

[Gorillas excerpt "Look out for those teeth!"](#)

[Frogs and Toads excerpt "Big, bulging eyes"](#)

[Cactus Hotel excerpt](#)

[George Washington's Breakfast excerpt](#)

[The Story of Ruby Bridges excerpt](#)

[Gorillas excerpt "What Adaptations Help Gorilla's Survive?"](#)

["Critical Reading" strand of the Informational Reading Learning Progression](#)

["To Learn From Expository Texts" anchor chart](#)

[Figure 7-2: "Hannah's Post-its sparked other readers"](#)

[Figure 7-4: "Conversations can spark questions"](#)

[Homework](#)

Session 8

["Rev Up Your Mind Before Reading Nonfiction" anchor chart](#)

["Talking and Thinking" chart](#)

[Figure 8-2: "Student's writings reflect his wonderings"](#)

[Figure 8-3: "Student's work using thought prompts"](#)

[Figure 8-4: "Student's use of thought prompts solidifies what he learned"](#)

[Figure 8-5: "Thought prompts pushed to larger conclusion"](#)

[Figure 8-6: "Parts that students identified as interesting to talk about"](#)

[Homework](#)

Session 9

[Gorillas excerpt "Look Out for Those Teeth!"](#)

[Newsela Link](#)

["Determining Perspective in Nonfiction Books" chart](#)

[Figure 9-1: "Reader's opinion matches the author's"](#)

[Figure 9-2: "Reader's jot distinguishes his opinion"](#)

[Figure 9-3: "Reader's thinking about descriptive words"](#)

[Homework](#)

Session 10

["Qualities of Great Conversations" chart](#)

Session 11

[Biography of Ezra Jack Keats Link](#)

["Story Elements" chart](#)

["Questions Narrative Nonfiction Readers Can Ask" one-day chart](#)

["Rev Up Your Mind Before Reading Nonfiction" anchor chart](#)

["Retelling/Summary/Synthesis" strand of the Narrative Reading Learning Progression](#)

[Figure 11-1: "Reader collected several different traits"](#)

[Figure 11-2: "Reader elaborates on his theory"](#)

[Figure 11-3: "Readers first share theories about subjects of biographies"](#)

[Homework](#)

Session 12

[Biography of Ezra Jack Keats Link](#)

["Retelling/Summary/Synthesis" strand of the Narrative Reading Learning Progression](#)

["Analyzing Parts" strand of the Narrative Informational Learning Progression](#)

[Figure 12-1: "Readers connect earlier parts of the text with theories"](#)

[Homework](#)

Session 13

["Readers Climb the Hurdle of Hard Words" bookmark](#)

[Figure 13-2: "Illustrating the understanding that cumulonimbus clouds"](#)

[Figure 13-3: "Term that almost begs for dramatic reenactment"](#)

[Figure 13-4: "Prickly as an academic domain-specific term"](#)

[Figure 13-5: "Some students make word banks"](#)

Session 14

[The Story of Ruby Bridges excerpt](#)

["When Reading Narrative Nonfiction" anchor chart](#)

[Figure 14-1: "Reading with the lens of reading for information"](#)

[Homework](#)

Session 15

[Biography of Ezra Jack Keats Link](#)

["When Reading Narrative Nonfiction" anchor chart](#)

["Seeking Underlying Ideas in Stories" chart](#)

[Figure 15-1: "Students find the ideas and life lessons"](#)

[Figure 15-5: "Thinking is a bit convoluted"](#)

[Figure 15-6: "Fallon is reading with her heart on her sleeve"](#)

[Homework](#)

Session 16

[Cactus Hotel excerpt](#)

["When Reading Narrative Nonfiction" anchor chart](#)

["Rev Up Your Mind Before Reading Nonfiction" anchor chart](#)

[Figure 16-2: "Option to call 'stop and jot'"](#)

[Figure 16-3: "Template 'someone...wanted...but...so' to summarize"](#)

[Figure 16-4: "Summary that not only uses story elements but also transition words"](#)

[Homework](#)

Session 17

[George Washington's Breakfast excerpt](#)

["Story Elements" chart](#)

["To Learn from Expository Texts" anchor chart](#)

["When Reading Narrative Nonfiction" anchor chart](#)

[Homework](#)

Modifications

See suggestions for implementation listed under each goal.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community member and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 2b- Writing

The Art of Information Writing

Summary and Rationale

In Bend I, students will begin writing on a topic on which they have expertise and get ready by teaching their peers about their topic. You will teach students to use their table of contents as an organizational tool and rehearsing different organizational structures. In Bend II, writers will work on their pieces alternately drafting and revising their pieces with mentor texts in mind. Next, in Bend III, students will be working toward publication with a focus on their readers. Writers will be using text features, fact checking, editing with an eye for grammar and conventions. In Bend IV, the final bend of the unit, there is a push toward independence and transference. Students will learn how to write informatively in a variety of genres about a topic they have been studying at school. After publishing students will have an opportunity to teach their classmates or younger students as a celebration.

Recommended Pacing

6 Weeks

Standards

Reading: Literature

Reading: Informational Text

| | |
|---------|---|
| 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. |
| RI.3.4 | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| RI.3.5 | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. |
| RI.3.6 | Distinguish their own point of view from that of the author of a text. |
| RI.3.7 | Use information gained from 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. |
| 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. |

Reading: Foundational Skills

| | |
|------------------------|---|
| 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. |
| Writing | |
| W.3.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| W.3.3 | Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. |
| W.3.4 | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| W.3.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| W.3.6 | With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. |
| W.3.7 | Conduct short research projects that build knowledge about a topic. |
| W.3.8 | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. |
| W.3.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| Speaking and Listening | |
| SL.3.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. |
| 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. |
| SL.3.3 | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |
| 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. |
| SL.3.6 | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or |

| | |
|--|--|
| | clarification. |
| Language | |
| L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. C. Use abstract nouns (e.g., childhood). D. Form and use regular and irregular verbs. E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. |
| L.3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| L.3.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening |
| L.3.4 | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. |
| L.3.6 | 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., <i>After dinner that night we went looking for them</i>). |
| Interdisciplinary Connections | |
| Integration of Technology | |
| 8.1.5.A.1 | Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures |
| 8.1.5.A.2 | Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. |
| Instructional Focus | |
| Enduring Understandings: | Essential Questions: |
| <ul style="list-style-type: none"> Information writers use different methods to organize their information and plan their writing. Information writers use mentor texts and revision strategies to make their writing strong and engaging. | <ul style="list-style-type: none"> How can information writers organize their information and how does that help them plan their writing? How can mentor texts help information writers make their writing stronger and more engaging? How can information writers improve their writing by editing and revising? How can information writers use their book writing skills to write other kinds of expository pieces? |

- Information writers revise and edit their writing to make their writing more engaging and understandable for their readers.
- Information writers can draw on all of their skills to write any information text (like speeches, articles, brochures, etc).
- Writers use abstract nouns to sum up big concepts and present-tense verbs to show what’s happening now.

- How can writers study and apply grammar moves to use in their writing?

Evidence of Learning (Assessments)

Unit Common Assessment: POST ASSESSMENT

- Information Writing On-Demand, [On-Demand Performance Assessment Prompt](#)
- Information Writing Checklists
 - [Grade 3](#)
 - [Grade 3 Illustrated](#)
- Assessment rubric [Grade 3](#) (GRADE ONLY: Overall, Lead, Elaboration, Craft, Spelling, Punctuation)

Writing:

- TCRWP Writing Rubrics and Student Editing Samples
- TCRWP Editing Checklists

Objectives (SLO)

IMPORTANT TIPS FOR IMMERSION:

During the first week, teachers should plan time for sharing mentor texts so that students can all explore common texts together. Interactive and shared writing are also important ways for students to see the process of writing nonfiction texts.* The most challenging part of this unit will be teaching students how to write for an audience. Emphasize demonstrating how to angle their writing toward a person or persons which will ultimately read their book.

***Note:** In shared writing, the teacher acts as a scribe with student participation and collaboration. In interactive writing, the teacher and student share the pen and write the parts of the text together.

During your interactive and shared writing make sure to model the following steps:

1. How to generate ideas on topics of interest
2. How to introduce the topic you will teach about.
3. How to organize your writing.
4. How to include lots of information.
5. How to use transition words.
6. How to write an ending.

Grammar Lessons are listed in the fifth goal. These can be integrated into your writing lessons where appropriate.

| Students will know: (GOALS) | Students will be able to: (TEACHING POINTS) |
|--|---|
| <p>BEND I: Writers organize information to write informational text.</p> <p>GOAL: Information writers use different methods to organize their information and plan their writing.</p> <p>-----</p> <p><i>Ideas for Differentiation: Conferring/Small Group</i></p> <ul style="list-style-type: none"> - Help children practice as they become powerful teachers and listeners. (Session 1) - Plan ways to channel students to revise now. (Session 2) - Keep individual students' needs and goals in mind. (Session 3) - Use checklists to find and set personal goals. (Session 5) | <ul style="list-style-type: none"> ● Writers can organize information as they write by thinking of themselves as teachers. (Session 1: Mini-Lesson) ● Information writers plan for writing by thinking about different ways to organize their information. (Session 2: Mini-Lesson) ● Information writers can begin to think about their topic in different ways by trying different organizational structures. (Session 3: Mini-Lesson) ● Information writers take all of the information they have and layer it like bricks to teach their reader all they can about a topic. (Session 4: Mini-Lesson) ● Information writers use the organization structure of their table of contents to help them plan their chapters as well. (Session 5: Mini-Lesson) |
| <p>BEND II: Writers reach to write well</p> <p>GOAL: Information writers use mentor texts and revision strategies to make their writing strong and engaging.</p> <p>-----</p> <p><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> - Lead students away from unintentional plagiarism. (Session 6) - Support students as they make plans for their work. (Session 7) - Confer with the checklist in hand. (Session 8) - Remind students to respond to information. (Session 9) - Support students with writing conclusions that leave readers thinking. (Session 11) | <ul style="list-style-type: none"> ● Information writers use mentor texts to identify elaboration strategies and use them in their own writing. (Session 6: Mini-Lesson) ● Information writers use mentor texts to identify ways to connect information in their text using transitional words and phrases. (Session 7: Mini-Lesson) ● Information writers use revision strategies that encompass structure and word choice to balance facts and engaging style. (Session 8: Mini-Lesson) ● Information writers are researchers who use resources to find additional information about their topic. (Session 9: Mini-Lesson) ● Information writers revise, looking back and making sure they are using all they have learned into their writing. (Session 10: Mini-Lesson) ● Information writers can use mentor texts to identify strong introduction strategies and apply them to their own writing. (Session 11: Mini-Lesson) |

| | |
|--|--|
| <p>BEND III: Information writers move toward publication by thinking about their readers</p> <p>GOAL: Information writers revise and edit their writing to make their writing more engaging and understandable for their readers.</p> <hr/> <p><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> - Encourage students to make individualized plans for revision. (Session 12) - Prepare students for next steps. (Session 13) - Remind students of their resources for revision. (Session 14) - Grasp the logic in children’s work to inform teaching. (Session 16) | <ul style="list-style-type: none"> ● Information writers can use a checklist to evaluate their own reading and plan for revision. (Session 12: Mini-Lesson) ● Information writers put themselves into the readers’ shoes to clear up confusion in their writing as they revise. (Session 13: Mini-Lesson) ● Information writers use text features to make their writing easier for readers understand. (Session 14: Mini-Lesson) ● Information writers fact-check their work by doing research and revise when necessary. (Session 15: Mini-Lesson) ● Information writers they use paragraphs to organize when editing. (Session 16: Mini-Lesson) |
| <p>BEND IV: Information writers use the skills that they have honed on long projects to write shorter pieces.</p> <p>GOAL: Information writers can draw on all of their skills to write any information text (like speeches, articles, brochures, etc).</p> <hr/> <p><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> - Anticipate and respond to the predictable challenges. (Session 17) - Integrate resources and skills. (Session 18) - Use direct quotes from texts. (Session 19) - Focus on the positive. (Session 20) | <ul style="list-style-type: none"> ● Information writers can use their skills to plan and draft a piece for content-specific writing. (Session 17: Mini-Lesson) ● Information writers can self-assess their plans and drafts to revise their original plan, or their writing. (Session 18: Mini-Lesson) ● Information writers can use the same skills they use to write books to write other information texts like speeches, brochures, and articles. (Session 19: Mini-Lesson) ● Information writers draw on all of their skills as they complete their projects. (Session 20: Mini-Lesson) ● Information writers celebrate by teaching others about their topic. (Session 21: Mini-Lesson) |
| <p><u>Grammar/Language Focus:</u></p> <p>Goal: Writers study and apply grammar moves to use in their writing.</p> | <ul style="list-style-type: none"> ● Writers use abstract nouns to sum up big concepts. <ul style="list-style-type: none"> ○ Love is . . . Abstract Nouns (Patterns of Power : Lesson Set 3) ● Writers use present-tense verbs to show what’s happening now. <ul style="list-style-type: none"> ○ What Does the Fox Do? Present-tense Verbs Are What’s Happenin’ Now! (Patterns of Power: Lesson Set 4) |

The grade-level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, students may need additional grammar instruction based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.

Suggested Resources/Technology Tools

[Home to School Connection Letter for Parents](#)

[Correlations to the Common Core State Standards](#)

Grammar Texts (Patterns of Power)

[Love](#)

[The Secret Life of the Red Fox](#)

Anchor Charts

Information Writers Try Different Structures on for Size

[Color](#) / [B&W](#)

Elaborate Like a Pro, Study Mentor Texts as You Go!

[Color](#) / [B&W](#)

Writers Use Informational Writing Skills in Many Genres

[Color](#) / [B&W](#)

Session 1

[Chart: Teaching Moves that Information Writers Should Borrow](#)

[FIG. 1-1 Max's throwaway draft](#)

[FIG. 1-2 Frank's expert topic](#)

Session 2

[Paper Choice: Table of Contents Page](#)

[Chart: Strong Tables of Contents](#)

[FIG. 2-1 Max's table of contents](#)

[FIG. 2-2 Jayna's attempts at a table of contents](#)

Session 3

[FIG. 3-1 One student's boxes-and-bullets table of contents](#)

[FIG. 3-2 Kayla experiments with cause and effect](#)

[FIG. 3-3 Marquis's cause and effect](#)

[FIG. 3-4 Marquis's similarities and differences](#)

[FIG. 3-5 One student tries different structures](#)

Session 5

[Information Writing Checklist, Grades 3 and 4](#)

[Chart: Organizing an Informational Text](#)
[Chart: Strong Tables of Contents](#)
[FIG. 5-1 Marquis's draft](#)
[FIG. 5-2 Marquis's organized table of contents](#)
[FIG. 5-3 Jeremy's lead](#)

Session 6

[FIG. 6-1 Alessandra's draft](#)

Session 7

[Information Writing Checklist, Grades 3 and 4](#)
[FIG. 7-1 Frank's draft](#)

Session 8

[FIG. 8-1 Brady's chapter](#)
[FIG. 8-2 Ryan's chapter](#)

Session 9

[FIG. 9-1 Gary's response](#)

Session 11

[FIG. 11-1 Kayla's introduction](#)

Session 12

[Information Writing Checklist, Grades 3 and 4](#)
[FIG. 12-1 Kayla's notes for revision](#)
[FIG. 12-2 Frank's small moment](#)

Session 14

[Chart: Some Common Text Features and Their Purposes](#)
[FIG. 14-1 Jeremy's text](#)
[FIG. 14-2 Jeremy's chapter](#)

Session 16

[FIG. 16-1 Jeremy's article on turtles](#)
[FIG. 16-2 Kayla's marked chapter](#)
[FIG. 16-3 Prachee's published piece, "Migrating Monarchs"](#)

Session 17

[Chart: Strong Tables of Contents](#)
[FIG. 17-1 Mickey's tables of contents](#)

Session 18

[Chart: Strong Tables of Contents](#)
[FIG. 18-1 Amina's plan](#)
[FIG. 18-2 Amina's conclusion](#)
[FIG. 18-3 Amina's glossary](#)
[FIG. 18-4 Lizbeth's revised introduction](#)
[FIG. 18-5 Lizbeth's self-assessment](#)

Session 19

[FIG. 19-1 Alessandra's speech](#)
[FIG. 19-2 Max's article](#)

[FIG. 19-3 Razia's first draft](#)

Session 20

[Information Writing Checklist, Grades 3 and 4](#)

[FIG. 20-1 Frank's compare-and-contrast structure](#)

[FIG. 20-2 Francesco's draft](#)

[FIG. 20-3 Amina's revised draft](#)

Session 21

[FIG. 21-1 Kayla's final expert piece](#)

[FIG. 21-2 Anisa's final expert piece](#)

[FIG. 21-3 Frank's final expert piece](#)

[FIG. 21-4 Max's final expert piece](#)

[FIG. 21-5 Alessandra's final expert piece](#)

Additional Student Work

[Alessandra's on-demand piece](#)

[Frank's on-demand piece](#)

[Logan's on-demand piece](#)

[Max's on-demand piece](#)

Modifications

See suggestions for implementation listed under each goal.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

| Unit 3a- Reading | |
|---|--|
| Character Studies Book Clubs | |
| Summary and Rationale | |
| <p>In this unit, students will work in book clubs with peers reading the same text, as they explore and think deeply about characters. In the first bend readers get to know characters by learning what characters are like and understanding characters in a deeper way. Then in the second bend, readers follow characters and predict their journey. Finally, in bend III, students will learn how to compare and contrast across books. They will see how characters are similar and different. Finally, they will celebrate how they have examined characters in relation to story structure.</p> | |
| Pacing | |
| 6-8 weeks (January - February) | |
| Standards | |
| Reading: Literature | |
| 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 the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. |
| RL.3.4 | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. |
| RL.3.5 | Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. |
| RL.3.6 | Distinguish their own point of view from that of the narrator or those of the characters. |

| | |
|------------------------------|---|
| RL.3.7 | Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). |
| RL.3.9 | Compare, 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). |
| 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. |
| Reading: Foundational Skills | |
| RF.3.4 | Read with sufficient accuracy and fluency to support comprehension. |
| Writing | |
| W.3.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| Speaking and Listening | |
| SL.3.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i> , building on others’ ideas and expressing their own clearly. |
| 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. |
| SL.3.3 | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |
| 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. |
| SL.3.6 | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| Language | |
| L.3.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| L.3.5 | Demonstrate understanding of figurative language, word relationships and nuances in word meanings. |
| 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., <i>After dinner that night we went looking for them</i>). |

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| Interdisciplinary Connections | |
| Integration of Technology | |
| 8.1.5.A.1 | Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. |
| 8.1.5.A.2 | Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems |
| Social Justice Standard | |
| ID.3-5.5 | I know my family and I do things the same as and different from other people and groups, and I know how to use what I learn from home, school. |
| Enduring Understandings: | Essential Questions: |
| <ul style="list-style-type: none"> • Readers get to know characters by learning what characters are like from texts and how they talk, asking why, and understanding characters in a deeper way. • Readers follow a character's journey by predicting, solving problems, and conflicts character's face in the heart of stories. • Readers build knowledge of comparing and contrasting characters in texts. | <ul style="list-style-type: none"> • How can I get to know the character in a book? • How are character's journeys resolved in a book? • How do readers compare characters across books? |
| Evidence of Learning (Assessments) | |
| Unit Common Assessment: <ul style="list-style-type: none"> • Pre-Assessment: <ul style="list-style-type: none"> • Teacher Instructions • Preassessment • Preassessment Sample Responses • Student Rubric • Learning Progression • Post-Assessment: <ul style="list-style-type: none"> • Teacher Instructions • Postassessment • Postassessment Sample Responses • Student Rubric • Learning Progression | |
| Reading: | |

- TC Running Record Reading Assessments
- Reading Learning Progression- Narrative Reading
 - Grade 3
 - Grades 2-6
- Reading Learning Progression- Information Reading
 - Grade 3
 - Grades 2-6

Objectives (SLO)

IMPORTANT TIPS FOR IMMERSION:

During the first few days of the unit, teachers should plan time for sharing mentor texts so that students can begin to study characters and experience stories as a whole class. You may want to plan opportunities for students to begin to notice how character think, act, feel, and consider what they say. You can set up opportunities for shared reading and/or interactive read aloud where you can model this for the whole class and begin to prompt them to think, as they turn and talk and share their thoughts with a partner.

| Students will know: (GOAL) | Students will be able to: (TEACHING POINT) |
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| <p>BEND 1: Readers will get to know a character as a friend.</p> <p>GOAL: Readers get to know the character in a book by observing and noticing patterns in a character's actions and feelings.</p> <p>-----</p> <p><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> ● Monitor and support volume, stamina, engagement: don't leave earlier learning behind. (Session 1) ● Introduce small-group instruction. (Session 2) ● Scaffold children's work around patterns. (Session 3) ● Use students' data to tailor your instruction. (Session 4) ● Lift the level of predictions with self-assessment. (Session 5) | <ul style="list-style-type: none"> ● 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. (Session 1: Mini-Lesson) ● Readers have gotten to know some things about a new character, they study their observations to think, "What kind of person is this?" (Session 2: Mini-Lesson) ● Readers will generate ideas about how their family and cultural traditions are similar and different from characters in a story. (not in unit of study) <ul style="list-style-type: none"> ○ Students can work in pairs to compare and contrast their own traditions to their partner's. Students can do this through a venn diagram or T-chart. <ul style="list-style-type: none"> ■ Read aloud: When Lola Visits. Read prior to this lesson to discuss ideas about family and cultural traditions of their own in comparison to characters in their book, their peers, and other individuals. ● 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. (Session 3: Mini-Lesson) ● Readers will challenge themselves to dig deeper, asking "Why might the character be this way? and then think, |

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| | <p>“My bigger idea about the character is that...” (Session 4: Mini-Lesson)</p> <ul style="list-style-type: none"> • Readers will understand a character in deeper ways and have a sense of who the character is, readers can use this knowledge to predict. (Session 5: Mini-Lesson) • Readers will study their writing and use narrative reading learning progression to analyze their work and set new reading goals. (Session 6: Mini-Lesson) |
| <p>BEND II: Readers will Follow a Character’s Journey</p> <p>GOAL: Readers will think and understand how character’s journeys revolve in a book by playing close attention to their journey.</p> <hr/> <p><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> • Support readers early on with their book club work. (Session 7) • Support book clubs to work effectively. (Session 8) • Rally book clubs around shared goals and support earlier small-group work. (Session 9) • Support students with utilizing both pictures and words to create images. (Session 10) • Help clubs grow their ideas through conversation. (Session 11) • Deepen students’ level of interpretation. (Session 13) • Support students with analysis of author’s craft. (Session 14) | <ul style="list-style-type: none"> • Readers will understand how characters fit into the shape of a story. (Session 7: Mini-Lesson) • Readers notice what problems characters face and also how they react to these. (Session 8: Mini-Lesson) • Readers pay close attention to the roles that secondary characters in a story play in the main character’s journey. (Session 9: Mini-Lesson) • Readers will notice the roles illustrations play in a story. (Session 10: Mini-Lesson) • Readers will pay close attention the climax of the story and notice how characters will be tested. (Session 11: Mini-Lesson) • Readers will notice how characters draw on traits and internal resources they have had all along to resolve their problems. (Session 12: Mini-Lesson) • Readers will learn lessons alongside their characters. (Session 13: Mini-Lesson) • Readers think about how all parts fit together in make the whole story. Readers examine how the parts of a story go together, noticing what particular parts do, as well as how parts connect. (Session 14: Mini-Lesson) |
| <p>BEND III : Comparing and Contrasting Characters Across Books</p> <p>GOAL: Readers will compare characters across books by noticing similarities and differences of characters.</p> <hr/> <p><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> • Support clubs’ early comparison work. (Session 15) | <ul style="list-style-type: none"> • Readers can think comparatively across books that go together in some way. Readers will notice similarities and differences in characters. (Session 15: Mini-Lesson) • Readers compare characters in two books is to notice and name the kinds of problems each one has and the ways in which they react to these.(Session 16: Mini-Lesson) • Readers can develop debatable ideas about characters across books by exploring a big question with no one “right” answer. (Session 17: Mini-Lesson) |

- Transfer the work that students have done across the unit. (Session 16)
- Provide repeated opportunities to practice this work and offer critical feedback to raise the level of students' work. (Session 17)
- Plan for small-group work to extend interpretation and analysis. (Session 18)

- Readers will draw comparisons across books by studying lessons characters learn from problems they encounter. (Session 18: Mini-Lesson)
- Readers will celebrate their reading successes and share their book lists. (Session 19: Mini-Lesson)

Interactive Read Aloud: (Suggested Text)

Follow the pacing guide below to ensure that your readers are prepared for each session ahead of time. There are times you'll read aloud during a mini-lesson; however, this will not be when you do the bulk of your read aloud. To keep minilessons brief and maximize independent reading time, your read aloud will take place in a block of time outside of reading workshop.

| Session | Pages Read before the Minilesson | Pages Used in Reading Workshop |
|-----------|----------------------------------|---|
| Bend I | | |
| Session 1 | Chapters 1-2 (13 pages) | This session assumes that you have read through the end of Chapter 2. You will refer to passages from Chapters 1 and 2 in the teaching and active engagement. |
| Session 2 | Chapters 3-4 (11 pages) | This session assumes that you have read through the end of Chapter 4. You will reread a portion of Chapter 3 in the teaching. |
| Session 3 | Chapters 5-7 (21 pages) | This session assumes that you have read through the end of Chapter 7. You will reread an expert from Chapter 7 in the teaching. |
| Session 4 | Chapter 8 (8 pages) | This session assumes that you have read through the end of Chapter 8. You will reread the ending of Chapter 8 in the teaching. |
| Session 5 | Chapter 9 (7 pages) | This session assumes that you have read through the end of Chapter 9. You will reread an excerpt from the end of Chapter 9 and then read on into the beginning of Chapter 10 in the teaching and active engagement. |
| Session 6 | Chapters 10-12 (20 pages) | Though <i>Because of Winn-Dixie</i> will not be used during today's session, you will want to continue to keep pace and read through the end of Chapter 12. |
| Bend II | | |

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| Session 7 | Chapters 13-15 (17 pages) | Though Because of Winn-Dixie will not be used during today's session, you will want to continue to keep pace and read through the end of Chapter 15. |
| Session 8 | Chapters 16-17 (14 pages) | The teaching refers to the challenges Opal has faced thus far in the book. To pace yourself so that you make it through the book by the unit's end, make sure you have read through the end of Chapter 17 by today. |
| Session 9 | Chapters 18-19 (15 pages) | This session relies on knowledge gathered in the first half of the book. In this session, you will reread an excerpt from Chapter 14. To stay on pace, be sure to read through the end of Chapter 19 by today's session. |
| Session 10 | Chapters 20-21 (17 pages) | In the Conferring, a possible small group refers to a passage in Chapter 9 of Because of Winn- Dixie. To stay on pace, be sure to read through the end of Chapter 21 today. |
| Session 11 | Chapters 22-23 (10 pages) | Prior to today's session, make sure you have read through the end of Chapter 23. In teaching, you will read the beginning of Chapter 24, which can be perceived as the climax of Opal's journey. You will finish reading the chapter in the active engagement portion of the minilesson. |
| Session 12 | Chapter 25 (7 pages) | This session assumes that you have read through the end of Chapter 25. Today you will read aloud Chapter 26. |
| Session 13 | Chapter 26 (5 pages) | This session assumes you have completed the book. In this session, you will reread a portion of Chapter 26. |
| BEND III | | |
| Session 14 | No specific reading | No specific reading |
| Session 15 | Chapters 1-2 (22 pages) | This session assumes that you have read through the end of chapter 2. You will reread a passage from Chapter 1 in the active engagement. |
| Session 16 | Chapters 3-4 (15 pages) | This session assumes that you have read through the end of Chapter 4. You will reread passages from Chapters 1 and 3 in the teaching. |
| Session 17 | Chapters 5-6 (12 pages) | This session assumes that you have read through the end of Chapter 6. You will need to gather copies of the text, one per book club, for the active engagement. |
| Session 18 | Chapters 7-8 (end of book) (16 pages) | This session assumes that you have read through the end of Chapter 8, completing the book. You will reread several |

passages from Chapter 8 in the teaching and active engagement.

Suggested Resources/Technology Tools

[Home to School Connection Letter for Parents](#)

Mentor Texts:

Demonstration Texts

Because of Winn-Dixie by Kate DiCamillo (Candlewick Press) *

Peter's Chair by Ezra Jack Keats (Penguin) *

Make Way for Dyamonde Daniel by Nickki Grimes (Penguin) *

When Lola Visits

* This trade book is included in your reading unit of study.

Suggested Texts

My Name is Maria Isabel series by Alma Flor Ada (Simon & Schuster)

Ivy & Bean series by Annie Barrows (Chronicle Books)

Amber Brown series by Paula Danziger (Penguin)

The Hundred Dresses by Eleanor Estes (Houghton Mifflin Harcourt)

Sable by Karen Hesse (Macmillan)

Horrible Harry series by Suzy Kline (Penguin)

Judy Moody series by Megan McDonald (Candlewick Press)

Dragon Slayers' Academy series by Kate McMullan (Grosset & Dunlap)

Clementine series by Sara Pennypacker (Hyperion)

Geronimo Stilton series by Geronimo Stilton (Scholastic)

Other Resources For a Better World: Reading and Writing for Social Action by Randy Bomer and Katherine Bomer (Heinemann)

[Correlations to the Common Core State Standards](#)

Anchor Charts

Getting to Know a Character

[Color](#) / [B&W](#)

Following a Character Up and Down the Story Mountain

[Color](#) / [B&W](#)

Comparing Characters that Go Together

[Color](#) / [B&W](#)

Assessment

[Teacher Instructions](#)

[Preassessment](#)

[Preassessment Sample Responses](#)

[Postassessment](#)

[Postassessment Sample Responses](#)

[Student Rubric](#)
[Learning Progression](#)

Session 1

["Readers Understand a Story" bookmark](#)
["Reading Fast, Strong, and Long" bookmark](#)
["Signs to Watch For" chart](#)
["Readers Understand a Story by..." anchor chart \(from Unit 1\)](#)
["Getting to Know a Character" anchor chart](#)
[Figure 1-1: "Natalia's initial observations"](#)
[Homework](#)

Session 2

[Link to Read, Write, Think Character Traits](#)
[Link to Curriculum Corner Character Traits 1](#)
[Link to Curriculum Corner Character Traits 2](#)
[Link to Curriculum Corner Character Traits 3](#)
["Signs to Watch For" chart](#)
[Figure 2-1: "Erika's Post-it showcases an idea"](#)
[Homework](#)

Session 3

["Fluency" strand of the Narrative Reading Learning Progression](#)
[Figure 3-1: "Maggie notices patterns"](#)
[Figure 3-2: "Samuel notices a break in the pattern"](#)
[Homework](#)

Session 4

["Writing Long about a Theory" chart](#)
[Figure 4-1: "Students use prompts to extend their initial character theories"](#)
[Homework](#)

Session 5

["Getting to Know a Character" anchor chart](#)
["Envisioning/Predicting" strand of the Narrative Reading Learning Progression](#)
[Figure 5-1: "Simon shows how he confirms his predictions"](#)
[Homework](#)

Session 6

[Jot Assessment](#)
[Post-It Self-Assessment](#)
[Reading Engagement Study Form](#)
[Figure 6-1: "A pattern this student noticed in his reading"](#)
[Book club conversation interpreting *My Name is Maria Isabel* video link](#)

Session 7

[Character Studies Book List](#)

[Figure 7-1: "Students' story mountains"](#)
[Homework](#)

Session 8

["What should we think about as we create our book club rules and identity?" chart](#)
[Figure 8-1: "A book club's rules"](#)
[Homework](#)

Session 9

["Follow a Character Up and Down the Story Mountain" anchor chart](#)
[Figure 9-1: "A student's relationship timeline"](#)
[Figure 9-2: "Emma's jot"](#)
[Additional example of a relationship timeline based on the read-aloud, *Because of Winn-Dixie*](#)
[Homework](#)

Session 10

[Figure 10-1: "Story mountain for Peter's Chair"](#)
[Homework](#)

Session 11

["Follow a Character Up and Down the Story Mountain" anchor chart](#)
["Use the Story Mountain to Guide Your Reading" chart](#)
[Figure 11-1: "Jamie jots"](#)
[Homework](#)

Session 12

[Prompts to Support Thinking about Character Change](#)

Session 13

["Determining Themes/Cohesion" strand of the Narrative Reading Learning Progression](#)
[Figure 13:1: "Students' jots"](#)
[Homework](#)

Session 14

["Match the Story Elements" table](#)
["Story Elements" chart](#)
["Prompts to Support Thinking about Author's Craft" chart](#)
["Analyzing Parts of a Story" strand of the Narrative Reading Learning Progression](#)
[Homework](#)

Session 15

["Sentence Frames Tool" chart](#)
[Figure 15-1: "Students' comparisons of the main characters"](#)
[Figure 15-2: "Juan makes a character comparison chart"](#)
[Homework](#)

Session 16

[Methods of Problem Solving](#)

[Figure 16-1: "A chart comparing problems-solving skills"](#)

[Homework](#)

Session 17

[Character Trait and Evidence Chart Example](#)

[Steps for a Mini-Debate Chart Example](#)

["Steps for Today's Mini Debate" chart](#)

["Predictable Debate Questions" chart](#)

[Figure 17-1: "Notes to prepare position for the debate"](#)

[Homework](#)

Session 18

["Using a Learning Progression to Support Self-Assessment" Video Link](#)

["Determining Themes/Cohesion" strand of the Narrative Reading Learning Progression](#)

[Homework](#)

Modifications

See suggestions for implementation listed under each goal.

[Career Readiness, Life Literacies, and Key Skills Practices \(June 2020\)](#)

- Act as a responsible and contributing community members and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

| Unit 3b- Writing | |
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| The Literary Essay: Equipping Ourselves with the Tools to Write Expository Texts that Advance an Idea about Literature (IF...THEN...) | |
| Summary and Rationale | |
| <p>This unit builds the groundwork for the fourth-grade unit <i>The Literary Essay: Writing about Fiction</i>. Students will be writing to defend claims about literature, requiring close reading, attention to literary craft, and the ability to cite and defend relevant textual evidence. This unit makes reading a more intense, thoughtful experience for children by equipping them with tools they need to write simple essays that advance an idea about a piece of literature. This unit relies on children’s prior knowledge of opinion writing. You will suggest that instead of writing about opinions like, “It is important to recycle,” they can now write about claims like, “Winn-Dixie teaches people to care for each other. In Bend I, writers will learn to pay close attention to texts the way opinion writers pay close attention to life. In Bend II, children will gather evidence to support their claims, elaborating on and crafting their arguments. Finally, in Bend III, children will draft a second or third literary essay with more and more independence before publishing a final piece for a celebration. NOTE: In this unit the first bend is very long - choose the teaching points that best apply to your class. It may not be feasible to complete all of them.</p> | |
| Recommended Pacing | |
| 6-8 weeks (January - February) | |
| Standards | |
| Reading: Literature | |
| 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. |

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| 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.3.6 | Distinguish their own point of view from that of the narrator or those of the characters. |
| 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. |
| Reading: Foundational Skills | |
| RF.3.4 | Read with sufficient accuracy and fluency to support comprehension. |
| Writing | |
| W.3.1 | Write opinion pieces on topics or texts, supporting a point of view with reasons. |
| W.3.4 | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| W.3.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| W.3.8 | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. |
| W.3.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| Speaking and Listening | |
| SL.3.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. |
| SL.3.6 | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| Language | |
| L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. |

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| L.3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| L.3.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| 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., <i>After dinner that night we went looking for them</i>). |
| Interdisciplinary Connections | |
| Standard Visual and Performing Arts | |
| 1.3.5.C.2 | Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances. |
| 1.4.5.A.2 | Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view. |
| 1.4.5.A.3 | Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context). |
| Integration of Technology | |
| 8.1.5.A.1 | Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. |
| 8.1.5.A.2 | Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. |
| Instructional Focus | |
| Enduring Understandings: | Essential Questions: |
| <ul style="list-style-type: none"> Literary essayists generate ideas about literature and find evidence to support their claims. Literary essayists support their claims with evidence and craft to convince their readers. Literary essayists can draft and revise their essays independently. Writers will use past-tense verbs to show events that have already happened. | <ul style="list-style-type: none"> How do literary essayists think about literature and find evidence to support their ideas? How do literary essayists convince their readers of their claims using craft and evidence? How do literary essayists work independently to write their essays? How can writers study and apply grammar moves to use in their writing? |

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| <ul style="list-style-type: none"> Writers will add the word ‘will’ before a verb to show that something will happen in the future. | |
| Evidence of Learning (Assessments) | |
| Unit Common Assessment: POST ASSESSMENT <ul style="list-style-type: none"> Teachers will provide each student with a fresh text and students will have to write a literary on-demand. Assessment rubric <ul style="list-style-type: none"> Grade 3 (Overall, Lead, Transitions Ending, Elaboration, Craft, Punctuation) Writing: <ul style="list-style-type: none"> TCRWP Writing Rubrics and Student Editing Samples TCRWP Editing Checklists | |
| Objectives (SLO) | |
| IMPORTANT TIPS FOR IMMERSION: <p>During the first few days of the unit, teachers should plan time for sharing mentor texts so that students can all explore, study, and notice characteristics of literary essays together. Interactive and shared writing are also important ways for students to see the process of writing literary essays.</p> <p>-----</p> <p>Grammar Lessons are listed in the fourth goal. These can be integrated into your writing lessons where appropriate.</p> | |
| Students will know: (GOAL) | Students will be able to: (TEACHING POINT) |
| <p>BEND I: Writers generate ideas about literature</p> <p>GOAL: Literary essayists generate ideas about literature and find evidence to support their claims.</p> | <ul style="list-style-type: none"> Literary essayists pay attention to text just like essayists pay attention to life to generate ideas. (IF...THEN... pg 46) ** NOTE - several days/entries of reacting to texts that they are reading to prepare Literary essayists pull one sentence or part of a text to write about or to help them support their claim about a text. (IF...THEN... pg 46 - 4th paragraph) Literary essayists look for important parts of a story as rich parts for analysis (character change, lessons characters learn, issues characters are facing). (IF...THEN... pg 46-47) Literary essayists return to past ideas and elaborate on them by adding evidence to support their claims. (IF...THEN... page 47) |

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| | <ul style="list-style-type: none"> • Literary essayists return to past ideas and elaborate on them by returning to the text and noticing more evidence. (IF...THEN... page 47) • Literary essayists use prompts to get their thinking started “I see...” “I wonder...” “This makes me think...” etc (IF...THEN... page 47) • Literary essayists explain why their evidence is important by showing how the example illustrates the point. (IF...THEN... page 47) • Literary essayists use transition words and phrases to write long about their topic. (IF...THEN... page 47) • Literary essayists use mentor texts to push their own writing. (IF...THEN... page 47) • Literary essayists try to have three reasons that their claim is true- 3 times or 3 ways from the text. (IF...THEN...page 48) • Literary essayists show that their claim is true through the text by saying, “In the beginning...” “Later in the text...”and, “By the end of the text...” (IF...THEN... page 48) • Literary essayists can write “journey of thought essays by saying, “At first I thought...but now I realize...” (IF...THEN... page 49) |
| <p>BEND II: Literary essayists use evidence to support their claims and craft to convince their readers.</p> <p>GOAL: Literary essayists support their claims with evidence and craft to convince their readers.</p> | <ul style="list-style-type: none"> • Literary essayists collect their evidence into “files” while panning and drafting their essay. (IF...THEN... page 49) • Literary essayists gather evidence by retelling a part of the story that supports their idea - and explaining how it illustrates their point. (IF...THEN... page 49) • Literary essayists use the vocabulary of their trade, using words like narrator, point of view, scenes, etc. (IF...THEN... page 49) • To create a cohesive draft, Literary essayists lay out all their evidence and choose which parts best support their idea. (IF...THEN... page 49) • Literary essayists use transitional words and phrases at the beginning of paragraphs and between examples. (IF...THEN... page 50) • Literary essayists write a strong opening paragraph by stating their opinion and reasons or including a tiny summary. (IF...THEN... page 50) • Literary essayists write strong conclusions by linking their idea to a bigger lesson or to their own life. (IF...THEN.. page 50) |

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| | <ul style="list-style-type: none"> • Literary essayists edit their work making sure that verb tenses match. Sometimes when retelling they switch to past tense. (IF...THEN... page 50) • Literary essayists read each other's work to compliment each other and find strategies they would like to use in their own writing. (IF...THEN... page 50) |
| <p>BEND III: Literary essayists draft and revise essays with increased independence.</p> <p>GOAL: Literary essayists can draft and revise their essays independently.</p> | <ul style="list-style-type: none"> • Literary essayists can fast write a literary essay in a few days to practice the process. (IF...THEN... page 50) • Literary essayists choose their own books to write about, develop a thesis and collect evidence quickly. (IF...THEN... page 50) • Literary essayists evaluate their own work using the opinion writing checklist. (IF...THEN... page 51) • Literary essayist celebrate their drafts. (IF...THEN... page 51) • Assess literary essays with the opinion writing assessment and rubric. |
| <p><u>Grammar/Language Focus:</u></p> <p>Goal: Writers study and apply grammar moves to use in their writing.</p> | <ul style="list-style-type: none"> • Writers will use past-tense verbs to show events that have already happened. <ul style="list-style-type: none"> ○ Turn Back Time with Verbs: Past Tense (Patterns of Power: Lesson Set 5) • Writers will add the word 'will' before a verb to show that something will happen in the future. <ul style="list-style-type: none"> ○ The Future's So Bright, You <i>Will</i> Need to Wear Shades: Future Tense (Patterns of Power: Lesson Set 6) <p>The grade-level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, students may need additional grammar instruction based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.</p> |
| Suggested Resources/Technology Tools | |
| <p>Home to School Connection Letter for Parents</p> <p>Grammar Texts (Patterns of Power)</p> <p>Tales of Bunjitsu Bunny</p> <p>Here We Are</p> | |

Opinion writing Checklists

[Grade 2 and Grade 3](#)

[Grade 3](#)

[Grade 3 Illustrated](#)

[Grade 3 and Grade 4](#)

Student Writing Samples

[Grade 3](#)

Conferring Scenarios Charts

[Opinion Writing](#)

[Customizable Labels](#)

Use anchor charts and resources from the Opinion Writing Unit.

Modifications

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

| Reading Test Prep Unit |
|--|
| TWO WEEK MINI TEST PREP UNIT |
| Summary and Rationale |
| <p>While most of this unit is centered around preparing for the NJSLA, it is essential to remember that students should continue reading just right/independent level texts to strengthen comprehension, stamina, and fluency. The emphasis in this unit is to teach students to become stronger readers but also providing them with the strategies they need for test-taking situations. It is essential that time is not lost completing worksheets, as research shows that such test preparation has no positive impact on student achievement on standardized tests OR on student's ability to interpret text in general. A few logistical tips: First, to prepare for this unit, you may want to have (A) a reading/test prep workshop in which you teach how to read, talk about, and answer questions about short texts; (B) A writing workshop, and (C) A separate time for independent reading. Additionally, you may choose to utilize student data from previous standardized tests and other diagnostic assessments to determine what standards will require the most attention. Also, do familiarize yourself with all types of NJSLA question types-- Literary Analysis, Narrative Writing, and Research Simulation Task, which will give helpful context for framing test prep support. While it is helpful to practice multiple test question types to simulate the test-taking situation, it is also important to engage in lengthy, rich inquiry around individual questions (particularly those question types that your students struggle with most).</p> |
| Recommended Pacing |

2 weeks (March)

Standards

Reading

| | |
|--------|--|
| 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 the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. |
| 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. |

Speaking and Listening

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| SL.3.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. |
| 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. |
| SL.3.3 | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |
| 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. |
| SL.3.5 | Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. |
| SL.3.6 | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |

Instructional Focus

| Enduring Understandings: | Essential Questions: |
|---|--|
| <p>Students will understand that...</p> <ul style="list-style-type: none"> • What reading skills, strategies, and habits will help me on standardized tests? | <p>Students will understand that:</p> <ul style="list-style-type: none"> • Closely reading test text (questions and passages) and utilizing metacognitive thinking are effective test-taking strategies • Standardized tests have a specific format and language • Standardized test-makers expect that readers have learned a repertoire of reading skills and strategies that they can apply in a myriad of contexts. |
| Evidence of Learning (Assessments) | |
| <p>NJSLA Sample Tests https://nj.mypearsonsupport.com/practice-tests/english/</p> | |
| Objectives (SLO) | |
| <p>Instructional Focus: Bend I: Standardized Tests Have a Certain Format and Language</p> | <ul style="list-style-type: none"> • Readers get ready to read by identifying the structure of a passage. • Readers are flexible and quickly determine what kind of text needs to be read and activate strategies for that kind of text. • Readers understand the language of multiple-choice questions to determine what skill is being assessed (main idea, inference, vocabulary, etc.) • Readers try to identify the types of questions on a test. We ask ourselves, “Is this about the main idea, supporting details, vocabulary, character, sequence, or the author’s purpose?” • Readers know that some questions are tricky, so they read all questions carefully, paying close attention to words like not and except. |
| <p>Bend II: Standardized Tests are Based on Reading Skills and Strategies we Already Know, Just in a Different Way</p> | <ul style="list-style-type: none"> • Readers draw on their experience with various genres, angling their reading based on how they expect to read different genres. • Readers preview the text and questions before reading. • Readers refer to the text and skim for information. • Readers use support from the text to answer an open-ended question. • Readers utilize multiple-choice strategies to answer questions. |

- Readers have strategies for dealing with difficult texts. (rereading, skimming, substitute synonyms for tricky words, etc.)
- Readers think about how knowing the structure helps us to read the passage.
- Readers think about how knowing the genre and subject helps us to read the passage in a certain way.
- Readers read all of the words on the page including headings, pictures, captions, sidebars, and diagrams.
- Readers chunk longer passages into parts and plan to pause after chunks to check their understanding.
- Readers pause after a chunk of text to jot the main idea of that part in the margin of a text.
- Readers revise our thoughts as we read, going back in our minds and realigning what we thought the text said with what we are uncovering as we continue to read the passage.

Suggested Resources/Technology Tools

Read-Aloud Texts

* This trade book is included in your reading unit of study.

Demonstration Texts

TBD

Suggested Texts and Resources

TBD

Modifications

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

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- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
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- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Writing Test Prep Unit

TWO WEEK MINI TEST PREP UNIT

Summary and Rationale

This unit gives students the opportunity to study the common tasks of the test and the skills they require to take the NJSLA.

Recommended Pacing

2 weeks (March)

Standards

Writing

| | |
|--------|---|
| W.3.1 | Write opinion pieces on topics or texts, supporting a point of view with reasons. A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. B. Provide reasons that support the opinion. C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. D. Provide a conclusion. |
| W.3.2 | . Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. B. Develop the topic with facts, definitions, and details. C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. D. Provide a conclusion. |
| W.3.3 | Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. A. Establish a situation and introduce a narrator and/or characters; B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. C. Use temporal words and phrases to signal event order. D . Provide a sense of closure. |
| W.3.4 | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others |
| W.3.7 | Conduct short research projects that build knowledge about a topic. |
| W.3.8 | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. |
| W.3.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

Speaking and Listening

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| | |
| SL.3.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. |
| 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. |
| SL.3.3 | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |
| 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. |
| SL.3.5 | Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. |
| SL.3.6 | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| Instructional Focus | |
| Enduring Understandings: | Essential Questions: |
| <p>Students will understand that...</p> <ul style="list-style-type: none"> • There are several types of questions and formats typical of state tests • Writers can think and plan for a response in order to promote writing focus • They can complete an effective piece of writing within a measured amount of time | <ul style="list-style-type: none"> • What are some of the common formats of questions on state tests? • How might I plan my writing and answer a prompt with focus within a limited time frame? |
| Evidence of Learning (Assessments) | |
| NJSLA practice assessments | |
| Objectives (SLO) | |
| <p>Instructional Focus: Bend One: Review What We already Know</p> | <ul style="list-style-type: none"> • Writers remember what they know about writing essays. • Writers know how to write an essay about a familiar story. • Writers know how to state an idea and support it with evidence. • Writers remember parts of prompts that need to be answered. • Writers remember that essays have clear paragraphs that are |

| | |
|--|---|
| | <p>indented.</p> <ul style="list-style-type: none"> ● Writers remember what they know about writing realistic fiction stories. ● Writers remember the structure of realistic fiction stories. ● Writers know how to develop a character, setting, problem, and solution. |
| Bend 2: Building Our Muscles and Essay Strength | <ul style="list-style-type: none"> ● Essay writers use transitions. ● Writers know how to extend their introductions by not only using a thesis, but also mentioning the genre of the text, author's name, and book title itself. ● Writers extend conclusions by restating the thesis, stating something they liked about the text or what they learned from the text. ● Writers sometimes make a connection outside the text to another text, to the world, to a social issue, or to themselves. ● Writers remember to make the problem of a story worse before it gets resolved or solved. ● Writers remember to sprinkle in setting details throughout the story. ● Writers know to use strong or vivid verbs in their writing. ● Writers remember to write with details and elaboration showing not telling their stories. |
| Bend 3: Short Response Questions | <ul style="list-style-type: none"> ● Writers know how to answer a question with a claim by converting the prompt to a claim. They do this by dropping question words and using the remainder of the prompt as the claim. ● Writers use evidence from the text to support their claim. They ask themselves: <ul style="list-style-type: none"> ○ Is this asking for examples of...or reasons why... ● Writers summarize parts of the story that give example or reason to answer the question ● Writers remember each part of the prompt and keep track of all the parts they need to answer. ● Writers reread their writing and check their responses by asking: <ul style="list-style-type: none"> ○ Are my ideas expressed in sentences that are clear and easy for my reader to follow? ○ Can I check the spelling of particular words by checking another part of the text where that word is in print? |
| Suggested Resources/Technology Tools | |
| <p>Read-Aloud Texts</p> <p>* This trade book is included in your reading unit of study.</p> <p>Demonstration Texts</p> | |

Suggested Texts and Resources

Fiction Series

Modifications

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
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- Work productively in teams while using cultural/global competence

Unit 4a- Reading

Mystery: Foundational Skills in Disguise

| Summary and Rationale | |
|---|---|
| <p>This mystery unit is meant to be a partner unit that is designed to support close and inferential reading. In Bend I, students will read their mysteries, keeping track of clues, wondering about suspects, noting points of confusion, and discussing with their partners. You will be focused on supporting their literal comprehension. In Bend II, students will continue to work with their partners as you raise the level of their work by prompting them to think about the genre as a whole and noticing how a particular book is like and unlike others in the genre. Finally, in Bend III, students will shift from reading mysteries to reading other kinds of fiction. You will explain that when reading fiction they are always identifying and solving mysteries. Readers gather clues to learn about characters as they gather clues about suspects in mysteries. All readers of fiction make and revise predictions, paying attention to small details to do so. Students will see that the work they have done in learning to read mysteries well can pay off reading any fiction book.</p> | |
| Recommended Pacing | |
| 6-8 weeks (March - April) | |
| Standards | |
| Reading: Literature | |
| 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 the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. |
| RL.3.4 | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. |
| RL.3.5 | Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. |
| RL.3.6 | Distinguish their own point of view from that of the narrator or those of the characters. |
| RL.3.9 | 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). |
| RL.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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| Writing | |
| W.3.4 | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| 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. |
| Speaking and Listening | |
| SL.3.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i> , building on others’ ideas and expressing their own clearly. |
| SL.3.3 | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |
| 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. |
| SL.3.6 | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| Language | |
| L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| L.3.5 | Demonstrate understanding of figurative language, word relationships and nuances in word meanings. |
| 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., <i>After dinner that night we went looking for them</i>). |
| Instructional Focus | |
| Enduring Understandings: | Essential Questions: |
| <ul style="list-style-type: none"> • Readers understand mystery texts by thinking about the details and characters. • Mystery readers read at a higher level by being aware of the structure of mystery texts and working with partners to develop their thinking. | <ul style="list-style-type: none"> • How do readers approach mystery texts? • How do readers think at a higher level about mystery texts? • How can readers use mystery reading skills and strategies when they read other types of fiction? |

- Expert readers use mystery reading skills to deepen their comprehension of all types of fiction.

Evidence of Learning (Assessments)

Unit Common Assessment:

- Pre-Assessment:
 - [Teacher Instructions](#)
 - [Preassessment](#)
 - [Preassessment Sample Responses](#)
- Post-Assessment:
 - [Postassessment](#)
 - [Postassessment Sample Responses](#)
 - [Student Rubric](#)
 - [Learning Progression](#)

Reading:

- TC Running Record Reading Assessments
- Reading Learning Progression- Narrative Reading
 - Grade 3
 - Grades 2-6
- Reading Learning Progression- Information Reading
 - Grade 3
 - Grades 2-6

Objectives (SLO)

IMPORTANT TIPS FOR IMMERSION:

During the first few days of the unit, teachers should plan time for sharing mentor texts so that students can begin to study the characteristics of the mystery genre and get a sense of how mysteries tend to go. You can set up opportunities for shared reading and/or interactive read aloud where you can begin to notice and think about mysteries with the whole class and begin to prompt partners to think, as they turn and talk and share their thoughts and ideas. You might want to create some fun mystery-based activity or experience to hook students into the mystery unit.

Students will know: (GOALS)

Students will be able to: (TEACHING POINTS)

BEND I: Readers Understand the Mystery

GOAL: Readers understand mystery texts by thinking about the details and characters.

-

*Suggestions for Differentiation
Conferring/Small Group Instruction*

- Readers ask themselves, “What is the mystery?” and “Who is the crime solver?” when they identify a text is a mystery. (Session 1: Mini-Lesson)
- Mystery readers pay close attention to details that might be clues to solve the mystery. (Session 2: Mini-Lesson)
- Assessment: students will receive their scored assessments back to evaluate their performance and set goals

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| <p><i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> ● Prepare to move students from the start. (Session 1) ● Stay on high alert for possible clues. (Session 2) ● Coach into predictions: help students make specific predictions. (Session 3) ● Support students with guided reading and word-solving small groups. (Session 4) ● Help students remember to plan their writing - and reassess reading levels. (Session 5) ● Support comprehension, fluency, pronoun references, and strong partnership work. (Session 6) ● Prepare all students for the next bend. (Session 7) | <ul style="list-style-type: none"> ● Mystery readers think back about characters to consider if they might be suspects. (Session 3: Mini-Lesson) ● Mystery readers use strategies to deal with the problem when they come to tricky parts of a story. (Session 4: Mini-Lesson) ● Mystery readers write to think more about reading. (Session 5: Mini-Lesson) ● Mystery readers discuss their ideas with partners as they read to solve mysteries. (Session 6: Mini-Lesson) ● Mystery readers stop at the ends of chapters to think about main ideas and small details that really matter. (Session 7: Mini-Lesson) |
| <p>BEND II: Reading Mystery at a higher level</p> <p>GOAL: Mystery readers read at a higher level by being aware of the structure of mystery texts and working with partners to develop their thinking.</p> <p>-----</p> <p>-</p> <p><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> ● Balance support to students: investigating mysteries and growing as readers. (Session 8) ● Support reading and writing about reading. (Session 10) ● Put the learning progression in your students' hands. (Session 11) ● Support the skill of part-to-whole thinking. (Session 12) ● Help a range of readers deal with text complexity. (Session 13) | <ul style="list-style-type: none"> ● Mystery readers use patterns and common characteristics to understand their mystery books. (Session 8: Mini-Lesson) ● Mystery readers know to look for suspects, crime solvers, clues, and other elements of mysteries to deepen their thinking. (Session 9: Mini-Lesson) ● Readers rely on strong partnerships to get support and strategies for their reading. (Session 10: Mini-Lesson) ● Mystery readers are aware of red herrings as they try to solve their mysteries. (Session 11: Mini-Lesson) ● Mystery readers go back to a text to look for clues they have missed when they are surprised by the solution of a mystery. (Session 12: Mini-Lesson) ● Mystery readers look for cues in a text to speed up or slow down their reading. (Session 13: Mini-Lesson) ● Mystery readers improve their reading by evaluating their performance and setting their own goals. (Session 14: Mini-Lesson) |

BEND III: Reading any kind of fiction with mystery reading skills

GOAL: Expert readers use mystery reading skills to deepen their comprehension of all types of fiction.

Suggestions for Differentiation

Conferring/Small Group Instruction

(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)

- Rally readers by supporting earlier small-group work. (Session 15)
- Support readers to do more synthesized reading and thinking. (Session 16)
- Support students with more comprehension. (Session 17)

- Mystery readers can use their mystery-reading skills to read any kind of fiction. (Session 15: Mini-Lesson)
- Expert fiction readers think about characters by figuring out who they are and why they act the way that they do. (Session 16: Mini-Lesson)
- Mystery readers make prediction by thinking about the characters and what has already happened in the story. (Session 17: Mini-Lesson)
- Expert readers read with alertness, figuring things out and they are aware of their thinking - they talk to others about their THINKING. (Session 18: Celebration)

Interactive Read Aloud: *The Absent Author and the Diamond Mystery* (Suggested Text)

Follow the pacing guide below to ensure that your readers are prepared for each session ahead of time. There are times you'll read aloud during a mini-lesson; however, this will not be when you do the bulk of your read aloud. To keep minilessons brief and maximize independent reading time, your read aloud will take place in a block of time outside of reading workshop.

| Session | Read Aloud <u>before</u> the Minilesson (Outside of Reading Workshop) | Read Aloud <u>during</u> Reading Workshop |
|---------------|--|---|
| BEND I | | |
| Session 1 | No specific reading | <i>The Absent Author</i> Read the back blurb |
| Session 2 | <i>The Absent Author</i> Read through the end of Chapter 2 | Use passage from Chapter 2, p 11-12 |
| Session 3 | <i>The Absent Author</i> Read through the end of Chapter 4 | Use passage from Chapter 4, p 35-38 |
| Session 4 | <i>The Absent Author</i> Read through the end of Chapter 6 | Use p 4-5 with half of the class and p 52-53 with the other half of the class |
| Session 5 | No specific reading | Use passage from Chapter 6 p 51-53 |

| | | |
|---|---|--|
| Session 6 | <i>The Absent Author</i> Read through the end of Chapter 7 | Use passage from Chapter 7 p 56-57 |
| Session 7 | <i>The Absent Author</i> Read through the end of Chapters 8-9 | Use pages 35-39 |
| BEND II | | |
| Session 8 | <i>The Absent Author</i> Read through the end (Chapter 10) | Read aloud a short mystery in its entirety during today's mini-lesson, such as <i>Nate the Great and the Phony Clue</i> |
| Session 9 | No specific reading | Students need to be familiar with a mystery for his mini-lesson, such as <i>Nate the Great and the Phony Clue</i> |
| Session 10 | <i>The Diamond Mystery</i> Read through the end of Chapter 1 | <i>The Diamond Mystery</i> will not be used in today's session, but you will want to keep pace and read through the end of Chapter 1. |
| Session 11 | <i>The Diamond Mystery</i> Read through the end of Chapter 3 | <i>The Diamond Mystery</i> Use passage from Chapter 4, p 26-27 |
| Session 12 | <i>The Diamond Mystery</i> Read through the end of Chapter 4-5 | <i>The Absent Author</i> Use Chapter 3 p 18-21, and Chapter 4, p 29 |
| Session 13 | <i>The Diamond Mystery</i> Read through the end of Chapter 6 | <i>The Diamond Mystery</i> Use passage from Chapter 6, p 41-44 |
| Session 14 | <i>The Diamond Mystery</i> Read through the end (Chapters 7-8) | No specific excerpts |
| BEND III | | |
| Sessions 15-18 | No specific reading | Choose a demonstration text to show how you apply mystery reading skills to a fiction book. You might use <i>Stone Fox</i> , if students are familiar with it or choose another familiar fiction book to model reading skills. |
| Suggested Resources/Technology Tools | | |
| <u>Home to School Connection Letter for Parents</u> Read-Aloud Texts The Absent Author by Ron Roy (Random House) trade book pack * Nate the Great and the Phony Clue by Marjorie Weinman Sharmat (Penguin Random House) | | |

The Whodunit Detective Agency series: The Diamond Mystery by Martin Widmark (Penguin Random House) trade book pack *

* This trade book is included in your reading unit of study.

Suggested Texts and Resources

West Meadows Detectives Series (Diverse Text)

Clubhouse Mysteries Series (Diverse Text)

Precious Ramotswe's Mysteries Series (Diverse Text)

Amber Brown Is Not a Crayon by Paula Danziger (Penguin Random House)

Because of Winn-Dixie by Kate DiCamillo (Candlewick Press)

Nate the Great and the Sticky Case by Marjorie Weinman Sharmat (Penguin Random House)

Fiction Series

Cam Jansen series by David A. Adler (Penguin Random House)

Amber Brown series by Paula Danziger (Penguin Random House)

Chet the Gecko series by Bruce Hale (Houghton Mifflin Harcourt)

Judy Moody series by Megan McDonald (Candlewick Press)

Nate the Great series by Marjorie Weinman Sharmat (Penguin Random House)

[Teachers College Reading and Writing Project Website](#)

[Correlations to the Common Core State Standards](#)

[Grade 3 Mystery Read-Aloud Text List](#)

[Session 1](#)

["Readers of Mysteries . . ." anchor chart](#)

[FIG. 1-1: A reader's jot identifying the mystery in a new book . . .](#)

[FIG. 1-2: If you invite children to create their own systems . . .](#)

[Homework](#)

[Session 2](#)

["Readers of Mysteries . . ." anchor chart](#)

[A sample Post-it note about a suspect based on Chapter 2 of *The Absent Author*](#)

[Narrative Reading Learning Progression, Grades 2-4](#)

[Chart: "Talking About Our Mysteries"](#)

[FIG. 2-1: This student has taken it upon himself to jot his prediction . . .](#)

[FIG. 2-2: Oliver created his own chart . . .](#)

[FIG. 2-3: Example of "Talking about Our Mysteries" chart](#)

[Homework](#)

[Session 3](#)

["Envisioning/Predicting" strand of the Narrative Reading Learning Progression, Grades 2-4](#)

["Readers of Mysteries . . ." anchor chart](#)

[FIG. 3-1: This reader quickly jots a list of suspects . . .](#)

[Fig. 3-2: This reader predicts considering a suspect's motives](#)

[Fig. 3-3: Ranking good, better, best](#)

[Fig. 3-4: Sentence Stems . . .](#)

[Homework](#)

[Session 4](#)

[Sample response from Michelle](#)

[Sample response from Richard](#)

["Readers of Mysteries . . ." anchor chart](#)

[Chart: "If this part is tricky . . ."](#)

[FIG. 4-1: Sam reflects on what makes reading tricky](#)

[FIG. 4-2: Witt created his own annotation symbols for elements of mystery](#)

[FIG. 4-3: These students add their own invented strategies to a "If this part is tricky . . ." chart](#)

[FIG. 4-4: While problem-solving, this student created a reading goal](#)

[Homework](#)

[Session 5](#)

[FIG. 5-1: Reading jots written by grown-ups](#)

[Chart: "Ways to Strengthen Writing about Reading"](#)

[FIG. 5-2: Haley jots quickly in order to share with her partner](#)

[FIG. 5-3: This teacher created a chart about when to jot](#)

[FIG. 5-4: Students can jot goals for their writing about reading](#)

[Homework](#)

[Session 6](#)

["Readers of Mysteries . . ." anchor chart](#)

[Chart: "If this part is tricky . . ."](#)

[Chart: "Co-detective Reading Partners Help Each Other . . ."](#)

[FIG. 6-1: Some ideas on how reading partners can help each other](#)

[FIG. 6-2: Questions to consider at the end of a chapter . . .](#)

[FIG. 6-3: Nancy makes a plan to meet her goal](#)

[Homework](#)

[Session 7](#)

[*The Absent Author* Timeline Chart](#)

["Readers of Mysteries . . ." anchor chart](#)

["Retelling/Summary/Synthesis" strand of the Narrative Reading Learning Progression, Grades 2-4](#)

[Chart: "Questions to Ask When You Pause Your Reading"](#)

[FIG. 7-1: Notice how Julian jots a quick retell . . .](#)

[FIG. 7-2: Teacher notes based on the learning progression](#)

[Homework](#)

[Session 8](#)

[Chart: "How do mystery books go?"](#)

[FIG. 8-1: Adam and Steve create true/false charts to test their theories](#)

[FIG. 8-2: This teacher collected students' theories on a class chart](#)

[Homework](#)

[Session 9](#)

["Readers of Mysteries . . ." anchor chart](#)

[Chart: "How do mystery books go?"](#)

[FIG. 9-1: James and Melissa use what they know about mysteries . . .](#)

[Chart: "Mystery Readers Look for . . ."](#)

[Homework](#)

[Session 10](#)

[Chart: "Mystery Readers Look for . . ."](#)

[Chart: "Co-Detective Reading Partners Help Each Other!"](#)

["Readers of Mysteries . . ." anchor chart](#)

["Envisioning/Predicting" strand of the Narrative Reading Learning Progression, Grades 2-4](#)

["Monitoring for Sense" and "Fluency" strands of the Narrative Reading Learning Progression, Grades 2-4](#)

["Retelling/Summary/Synthesis" strand of the Narrative Reading Learning Progression, Grades 2-4](#)

[Chart: "Ways to Strengthen Writing about Reading"](#)

[FIG. 10-2: Maria returns to earlier goal to set up tonight's reading work](#)

[Homework](#)

[Session 11](#)

[Post-it #1 about a clue from *The Absent Author*](#)

[Post-it #2 about a clue from *The Absent Author*](#)

["Readers of Mysteries . . ." anchor chart](#)

["Envisioning/Predicting" strand of the Narrative Reading Learning Progression, Grades 2-4](#)

["Monitoring for Sense" and "Fluency" strands of the Narrative Reading Learning Progression, Grades 2-4](#)

["Retelling/Summary/Synthesis" strand of the Narrative Reading Learning Progression, Grades 2-4](#)

[Chart: "Mystery Readers Look for. . ."](#)

[FIG. 11-1: Katie suspects a character is a red herring](#)

[FIG. 11-2: Mystery Words . . .](#)

[Homework](#)

[Session 12](#)

[Chart: "How to Find Hidden Clues"](#)

[Chart: "Mystery Readers Look for. . ."](#)

[FIG. 12-1: Carissa and Julian are alert to hidden clues](#)

[FIG. 12-2: Modeling how to use sentence frames . . .](#)

[Homework](#)

[Session 13](#)

["Readers Understand a Story by. . ." anchor chart](#)

["Readers of Mysteries . . ." anchor chart](#)

[Chart: "Places Worth Closely Reading In A Mystery Book"](#)

[Chart: "When talking about your close reading" and "When listening to a partner about close reading"](#)

[FIG. 13-1: You may use artifacts like this to encourage a reader to use a strategy](#)

[Homework](#)

[Session 14](#)

["Envisioning/Predicting" strand of the Narrative Reading Learning Progression, Grades 2-4](#)

["Monitoring for Sense" and "Fluency" strands of the Narrative Reading Learning Progression, Grades 2-4](#)

["Retelling/Summary/Synthesis" strand of the Narrative Reading Learning Progression, Grades 2-4](#)

[A sample Post-it jot that retells Chapter 7 of *The Diamond Mystery*](#)

[FIG. 14-1: Lisa practices to achieve her goal by revising past prediction Post-its](#)

[FIG. 14-2: Milo works on his goal by studying with a mentor-his partner!](#)

[FIG. 14-3: Marsha reflects on her growth as a reader](#)

[Session 15](#)

["Orienting" strand of the Narrative Reading Learning Progression, Grades 2-4](#)

[FIG. 15-1: Referring back to and revising past charts can support transference](#)

[FIG. 15-2: Reading a new book as if it were a mystery](#)

[FIG. 15-3: A reading log](#)

[Homework](#)

[Session 16](#)

["Retelling/Summary/Synthesis" strand of the Narrative Reading Learning Progression, Grades 2-4](#)

[Chart: "Talking About Our Mysteries"](#)

[Chart: "How to Find Hidden Clues"](#)

[FIG. 16-1: Writing about tiny details to understand character](#)

[FIG. 16-2: Chart with transitional phrases to support summary work](#)

[Homework](#)

[Session 17](#)

["Envisioning/Predicting" strand of the Narrative Reading Learning Progression, Grades 2-4](#)

[FIG. 17-1: This student makes a prediction](#)

[FIG. 17-2: These notes show a prediction based on what the student knows about characters](#)

[FIG. 17-3: This funny small-group work supports sentence complexity](#)

Homework

Session 18

[FIG. 18-1: These three projects were designed to teach others . . .](#)

[FIG. 18-2: Using past charts in new ways helps students internalize strategies](#)

[FIG. 18-3: Notice the evidence of past learning in these two designs](#)

Spanish Language Resources for Students

Spanish translations were created by San José CA District EL Instructional Coach Lorena López, and reviewed by a variety of other Spanish, EL, and dual-language teachers with experience using reading and writing workshop and the Units of Study series, to evaluate vocabulary and regional choices. We encourage every teacher to review translated materials and customize for your own area, school, and classroom.

Classroom Materials/Charts

Readers of Mysteries...

[Color](#) / [B&W](#)

Modifications

See suggestions for implementation listed under each goal.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

| Unit 4b- Writing | |
|--|---|
| Changing the World: Persuasive Speeches, Petitions, and Editorials (Book 3) | |
| Summary and Rationale | |
| <p>This unit has 4 bends and will encourage writers to transfer what they learn in the first portion of the unit to their later work. In the first bend you will rally writers to gather and support bold and brave opinions as they write persuasive speeches. In Bend II, the unit gives writers the chance to work for an extended amount of time. Writers will gather facts and details to support persuasive speeches. For the third bend, writers will transfer and apply everything they have learned about writing persuasive speeches to writing other types of opinion pieces. They will publish a second piece at the end of this bend. In the final bend, writers will work in groups to support causes. Topics and causes would be given to groups to create speeches, petitions, or editorials. At the end of this bend, writers will publish their third piece.</p> | |
| Recommended Pacing | |
| 6-8 weeks (April - May) | |
| Standards | |
| Reading: Literature | |
| Reading: Informational Text | |
| 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. |

| | |
|------------------------------|---|
| RI.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. |
| Reading: Foundational Skills | |
| RF.3.4 | RF.3.4. Read with sufficient accuracy and fluency to support comprehension |
| Writing | |
| W.3.1 | Write opinion pieces on topics or texts, supporting a point of view with reasons. |
| W.3.4 | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose |
| W.3.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| W.3.6 | With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. |
| W.3.7 | Conduct short research projects that build knowledge about a topic. |
| W.3.8 | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. |
| W.3.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| Speaking and Listening | |
| SL.3.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. |
| 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. |
| SL.3.3 | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |
| 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. |

| Language | |
|--|--|
| L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking F. Ensure subject-verb and pronoun-antecedent agreement. I. Produce simple, compound, and complex sentences. |
| L.3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| L.3.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| L.3.4 | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. |
| L.3.6 | 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., <i>After dinner that night we went looking for them</i>). |
| Integration of Technology | |
| 8.1.5.A.1 | Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. |
| 8.1.5.A.2 | Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. |
| Social Justice Standard | |
| AC.3-5.20 | I will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to achieve our goals. |
| Enduring Understandings: | |
| <ul style="list-style-type: none"> Writers will compose a persuasive speech by gathering opinions, drawing on strategies, and considering audiences while editing and setting goals for themselves. Writers will gather and organize evidence and edit drafts while looking for errors in persuasive writing. Writers learn to move from speeches to letters independently by becoming their own “job | |
| Essential Questions: | |
| <ul style="list-style-type: none"> How will writers launch a persuasive speech? How can you raise the level of persuasive writing? How can writers move from persuasive speeches to petitions, editorials, and persuasive letters? How do writers change their ideas about a cause? How can writers study and apply grammar moves to use in their writing? | |

| | |
|---|---|
| <p>captains”, gathering evidence and revising work according to their audience.</p> <ul style="list-style-type: none"> • Writers become informed about a cause as they write opinion pieces and use drafting strategies to celebrate their work. • Writers will write sentences that will have a subject and a verb. • Writers will join sentences with a comma and a so. | |
| Evidence of Learning (Assessments) | |
| <p>Unit Common Assessment: POST ASSESSMENT</p> <ul style="list-style-type: none"> • <i>On-Demand Performance Assessment Prompt</i> • Grade 3 grade only overall, transitions, elaboration ,craft, punctuation <p>Writing:</p> <p>Grade 3</p> <p>Grade 3</p> <p>Grade 3 Illustrated</p> <ul style="list-style-type: none"> • TCRWP Writing Rubrics and Student Editing Samples • TCRWP Editing Checklists | |
| Objectives (SLO) | |
| <p>IMPORTANT TIPS FOR IMMERSION:</p> <p>During the first week, teachers should plan time for sharing persuasive mentor texts so that students can explore the genre and unpack how persuasive speeches/texts tend to go. Interactive and shared writing are also important ways for students to see the process of writing an opinion text.*</p> <p>During immersion week, you might want to do the following in shared writing:</p> <ol style="list-style-type: none"> 1. Generate ideas for topics that we have strong opinions about. <ol style="list-style-type: none"> a. You might want to keep this connected to being a third grader or school so that everyone can weigh in. 2. Give reasons and evidence to explain why you have that opinion. <p>*Note: In shared writing, the teacher acts as a scribe with student participation and collaboration. In interactive writing, the teacher and student share the pen and write the parts of the text together.</p> <p>-----</p> <p>Grammar Lessons are listed in the fifth goal. These can be integrated into your writing lessons where appropriate.</p> | |
| Students will know: (GOALS) | Students will be able to: (TEACHING POINTS) |

| | |
|--|--|
| <p>BEND I: Launching Work on Persuasive Speeches</p> <p>GOAL: Writers will launch a persuasive speech by gathering opinions, drawing strategies, and considering audiences while editing and setting goals to complete speech.</p> <hr/> <p><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> - Voice over and coach to ratchet up the level of student work. (Session 1) - Help writers get started and get going. (Session 2) - Provide table compliments and listening to help writers say more. (Session 3) - Design small-group work with partners to support addressing one's audience and elaboration. (Session 4) - Provide small group work in spelling. (Session 5) - Set goals and develop action plans with your writers. (Session 6) | <ul style="list-style-type: none"> ● Writers will practice persuasion speech writing with a flash-draft speech.(Session 1: Mini-Lesson) ● Writers will gather opinions for persuasive writing speeches. (Session 2: Mini-Lesson) ● Writers will write about people who deserve attention or things, places, or ideas that do. (Session 3: Mini-Lesson) <ul style="list-style-type: none"> ○ Writers will brainstorm different ways they can make a positive change in their school that is inclusive to all. Students will write a letter to their principal persuading them of the necessity of this change and the positive impact it will bring to their school community. (not in unit of study) <ul style="list-style-type: none"> ■ Read aloud: Girl Running by Annette Bay Pimentel. Read prior to this lesson to discuss how the importance of fairness, inclusivity and the actions that the main character took to accomplish this goal. ● Writers will write persuasive opinions with independence. (Session 4: Mini-Lesson) ● Writers can use strategies for writing more persuasive speeches to fit their audiences. (Session 5: Mini-Lesson) ● Writers will make future plans to reflect and self assess their writing. (Session 6: Mini-Lesson) |
| <p>BEND II: Raising the Level of Persuasive Writing</p> <p>GOAL: Writers will gather evidence, organize evidence, and revise and edit our persuasive speeches to make them even stronger. -----</p> <hr/> <p><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> - Ensure students are supporting their opinions. (Session 7) - Anticipate predictable problems and plan for small groups. (Session 8) - Help students to check evidence. (Session 9) - Use mirror-writing in small-group work and conferences. (Session 10) | <ul style="list-style-type: none"> ● Writers will collect evidence for their opinions first by gathering all they know about their topic and then by planning for their research.(Session 7: Mini-Lesson) ● Writers will organize and categorize their evidence. (Session 8: Mini-Lesson) ● Writers will make their speeches more persuasive from speeches provided as examples. (Session 9: Mini-Lesson) ● Writers will embrace the motion of writing for an audience by considering what effect they want their speeches to have and select the most convincing parts. (Session 10: Mini-Lesson) ● Writers will use paragraphs to organize their drafts and use transition words to construct a cohesive draft. (Session 11: Mini-Lesson) |

| | |
|--|--|
| <ul style="list-style-type: none"> - Use voice overs to rally kids to write up a storm. (Session 11) - Keep the audience's thoughts and responses in mind. (Session 12) | <ul style="list-style-type: none"> ● Writers will move into writing more effective and powerful speeches and revise in light of their observations. (Session 12: Mini-Lesson) ● Writers make sense of their writing by looking back and forward using an editing checklist to proofread their writing for mini- publication. (Session 13: Mini-Lesson) |
| <p>BEND III: From Persuasive Speeches to Petitions, Editorials, and Persuasive Letters</p> <p>GOAL: Writers learn to move from speeches to letters by becoming their own job captain, gathering evidence, and revising work according to their audience.</p> <hr/> <p><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> - Analyze mentor texts to see possibilities for structure. (Session 14) - Support independence. (Session 15) - Help writers spring into action. (Session 17) - Keep writers focused on their goals as they work. (Session 18) | <ul style="list-style-type: none"> ● Writers will learn about different forms of opinion writing including persuasive speeches, letters, and petitions, and that writers tailor their writing to fit the qualities of each form of opinion writing. (Session 14: Mini-Lesson) ● Writers will hold themselves accountable for meeting deadlines: making work plans. (Session 15: Mini-Lesson) ● Writers conduct surveys and interviews to collect evidence for their opinions. (Session 16: Mini-Lesson) ● Writers revise their introductions and conclusions, trying out several different ones, before deciding which will have the biggest impact on their audience. (Session 17: Mini-Lesson) ● Writers take note of their progress they have made, asses their work against a checklist or goal sheet and setting new goals for themselves as writers.(Session 18: Mini-Lesson) |
| <p>BEND IV: Cause Groups</p> <p>GOAL: Writers become informed about a cause and use drafting strategies to celebrate their work.</p> <hr/> <p><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> - Use student work in conferences. (Session 19) - Tackle predictable problems. (Session 20) - Use partnership work to support revision. (Session 22) | <ul style="list-style-type: none"> ● Writers address a cause from different angles is to consider different audiences who can help you. (Session 19: Mini-Lesson) ● Writers do background reading on a cause can help them change their ideas. (Session 20: Mini-Lesson) ● Writers revise as they draft and don't have to wait until revision stage. (Session 21: Mini-Lesson) ● Writers look for errors and edit their opinion piece after checking they have convinced their reader. (Session 22: Mini-Lesson) ● Writers will share and publish opinion pieces. (Session 23: Mini-Lesson) |

Grammar/Language Focus:

Goal: Writers study and apply grammar moves to use in their writing.

- Writers will write sentences that will have a subject and a verb.
 - The Smackdown Sentence Test: Reviewing Simple Sentences (Patterns of Power: Lesson Set 7)
- Writers will join sentences with a comma and a so.
 - What's It Take: Compound Sentences (Patterns of Power: Lesson Set 8)

The grade-level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, students may need additional grammar instruction based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.

Suggested Resources/Technology Tools**[Home to School Connection Letter for Parents](#)****Mentor Texts:**

Girl Running by Annette Bay Pimentel

Grammar Texts (Patterns of Power)

[Girl Running](#)

[It's Not Jack and the Beanstalk](#)

[Correlations to the Common Core State Standards](#)***Anchor Charts***

How to Write a Persuasive Speech

[Color](#) / [B&W](#)

Session 1

[FIG. 1-1 Kayla's speech](#)

[FIG. 1-2 Sumeet's speech](#)

[FIG. 1-3 Alexander's introductions](#)

[FIG. 1-4 Class announcement](#)

Session 2

[FIG. 2-1 Sahar's list](#)

[FIG. 2-2 One student's list](#)
[FIG. 2-3 Logan drafts, then revises](#)
[FIG. 2-4 Elizabeth stars her writing](#)
[FIG. 2-5 Daniel boxes and stars his writing](#)

Session 3

[Opinion Writing Checklist, Grades 3 and 4](#)
[Chart: When Do I Make a Paragraph?](#)
[FIG. 3-1 William's entry](#)
[FIG. 3-2 Ning's writing](#)
[FIG. 3-3 Alessandra's draft](#)

Session 4

[Chart: Ways to Directly Address Your Audience](#)
[Chart: We Can Collect Persuasive Writing Entries By...](#)
[FIG. 4-3 Emily's entry](#)
[FIG. 4-5 Daniel's draft](#)
[FIG. 4-6 Ethan's strategy](#)
[FIG. 4-7 Elizabeth's strategy](#)

Session 5

[FIG. 5-1 Tia's spelling](#)
[FIG. 5-2 Alessandra's entry](#)
[FIG. 5-4 Daniel's spelling](#)
[FIG. 5-5 One student's spelling](#)

Session 6

[Chart: Writing with Our Goals in Mind](#)
[Opinion Writing Checklist, Grades 3 and 4](#)
[FIG. 6-2 Elizabeth's goals and action plan](#)

Session 8

[Chart: We Can Nurture Persuasive Writing by Making Categories](#)
[FIG. 8-2 Emma's revisions](#)
[FIG. 8-3 AJ's category of solutions](#)
[FIG. 8-4 Zoe's categories](#)
[FIG. 8-5 Marian's letter](#)

Session 9

[Chart: We Can Say More to Convince By Adding in Each Part](#)

Session 10

[FIG. 10-1 Ning's writing](#)
[FIG. 10-2 Emily's writing](#)

Session 11

[Chart: Don't Forget Your Transition Words!](#)

[FIG. 11-1 Zoe's possible paragraphs](#)

Session 12

[Link to YouTube video: Severn Suzuki's Speech to the UN](#)

[Link to YouTube video: "Change Your Words, Change Your World"](#)

[Chart: Ways We Can Make Our Speeches More Powerful](#)

[Teacher demonstration text: "Stop Littering!!!"](#)

[FIG. 12-3 Logan's draft](#)

Session 13

[FIG. 13-1 Emily's writing](#)

[FIG. 13-2 Frank's final speech](#)

[FIG. 13-3 Kayla's final speech](#)

[FIG. 13-4 Emma's final speech](#)

[Frank's published speech video](#)

[Kayla's published speech video](#)

[AJ's published speech video](#)

[Zoe's published speech video](#)

[AJ's final speech, "We Should Save the Environment"](#)

[Zoe's writing](#)

[Ning's speech](#)

Session 14

[Link to Sample Petition: "Tell LEGO to Stop Selling Out Girls!"](#)

[Sample Persuasive Letter: "Dear Mrs. Rhodes"](#)

[Chart: Techniques All Opinion Writers Use](#)

[FIG. 14-2 Ning's writing plan](#)

[FIG. 14-3 Emma's flash-draft letter](#)

Session 15

[Chart: Work Plan for Opinion Writing](#)

[FIG. 15-2 Max's web](#)

[FIG. 15-3 Ning's web](#)

[FIG. 15-4 Kayla's web](#)

[FIG. 15-5 Sumeet's work plan](#)

[FIG. 15-6 Ethan's work plan](#)

[FIG. 15-7 Emily's brainstorm](#)

Session 16

[Chart: Types of Evidence We Can Gather](#)

[FIG. 16-1 Sahar's survey](#)

Session 17

[Chart: Ways Opinion Writers Hook Their Readers](#)

[Chart: We Can Write Introductions and Conclusions By...](#)

[FIG. 17-2 Zoe's introduction](#)

[FIG. 17-3 Kayla's introduction](#)

[FIG. 17-5 Emily's conclusion](#)

Session 18

[Opinion Writing Checklist, Grades 3 and 4](#)

[FIG. 18-1 Emma's notes for revision](#)

[FIG. 18-2 AJ's piece](#)

[FIG. 18-3 Ning's piece](#)

[Emma's final piece](#)

[AJ's revisions](#)

[Max's final piece](#)

[Emily's piece](#)

Session 19

[Template: Our Cause Group Design Plan](#)

Session 20

[Helpful Research Links for Students](#)

[FIG. 20-1 Ning's research](#)

[FIG. 20-2 Zoe's research](#)

[FIG. 20-3 Emily's first draft](#)

[FIG. 20-4 Emily's research](#)

[FIG. 20-5 Emily's new draft](#)

[FIG. 20-6 Sahar's web on bat houses](#)

[FIG. 20-7 Ning's web on burrowing owls](#)

Session 21

[Teacher demonstration text: "Stop Bullying!"](#)

[Chart: Ways to Revise](#)

Session 22

[Chart: Proofreading Marks](#)

[FIG. 22-2 Logan's revised draft](#)

Session 23

[FIG. 23-1 Emily's final piece](#)

[FIG. 23-2 William's final piece](#)

[FIG. 23-3 Ning's final piece](#)

[FIG. 23-4 Kelvin's final piece](#)

[FIG. 23-5 Sahar's first final piece](#)

[FIG. 23-6 Sahar's second final piece](#)

Modifications

See suggestions for implementation listed under each goal.

21st Century Life and Career Standards

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Communicate clearly and effectively and with reason.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Use technology to enhance productivity.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 5a- Reading

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

Summary and Rationale

The first bend of this unit will focus on introducing students research. Students will work in clubs to study one particular animal together. You will support students as they navigate texts that support their learning about the topic. Students will grow their ideas by asking questions and forming subtopics. You will teach students to synthesize their thoughts and knowledge and have a positive attitude about research. Next, Bend II will focus on strengthening students research skills. Clubs will work with a second topic focusing on looking at text structures and how/why the author organized a text. Students will apply this to their own notes and thoughts when researching. Finally, in Bend III, students widen their field of knowledge in order to find patterns in a text. Students will take the two topics they were working on to synthesize, compare, and contrast their knowledge to form theories and solve real-world problems. You will support students by teaching them how to ask important questions to grow their big ideas and expand their

knowledge base.

Recommended Pacing

6-8 weeks (May - June)

Standards

Reading: Literature

Reading: Informational Text

| | |
|---------|---|
| 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. |
| RI.3.4 | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| RI.3.5 | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. |
| RI.3.6 | Distinguish their own point of view from that of the author of a text. |
| RI.3.7 | Use information gained from 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. |
| 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. |
| 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. |

Reading: Foundational Skills

| | |
|------------------------|---|
| 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. |
| Writing | |
| W.3.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| W.3.4 | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| W.3.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| W.3.6 | With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. |
| W.3.7 | Conduct short research projects that build knowledge about a topic. |
| W.3.8 | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. |
| W.3.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| Speaking and Listening | |
| SL.3.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i> , building on others’ ideas and expressing their own clearly. |
| 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. |
| SL.3.3 | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |
| 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 |
| SL.3.5 | Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. |
| SL.3.6 | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or |

| | |
|--|--|
| | clarification. |
| Language | |
| L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| L.3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| L.3.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| L.3.4 | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. |
| L.3.5 | Demonstrate understanding of figurative language, word relationships and nuances in word meanings. |
| 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., <i>After dinner that night we went looking for them</i>). |
| Interdisciplinary Connections | |
| Integration of Technology | |
| 8.1.5.A.1 | Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. |
| 8.1.5.A.2 | Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems |
| Instructional Focus | |
| Enduring Understandings: | Essential Questions: |
| <ul style="list-style-type: none"> • Readers research a topic by orienting themselves to texts and synthesizing topics and subtopics in order to grow ideas and ask questions to further their knowledge base. • Readers research new topics by using text structures, like compare and contrast and cause and effect, to organize their notes and thoughts. | <ul style="list-style-type: none"> • How can readers grow ideas? • How can readers discover new information? • How can I organize my thoughts and notes? • What text structure helps me think clearly? • How can I learn more about my topic? • What can I do to solve a real problem? |

- Readers widen their field of knowledge by synthesizing, comparing and contrasting to look for patterns and grow big ideas and questions in order to solve real-world problems.

Evidence of Learning (Assessments)

Unit Common Assessment:

- Pre-Assessment:

[Teacher Instructions](#)

[Pre-assessment](#)

[Pre-assessment Sample Responses](#)

[Student Rubric](#)

[Learning Progression](#)

- Post-Assessment:

[Teacher Instructions](#)

[Post-assessment](#)

[Post-assessment Sample Responses](#)

[Student Rubric](#)

[Learning Progression](#)

Reading:

- TC Running Record Reading Assessments
- Reading Learning Progression- Narrative Reading
 - Grade 4
 - [Grades 2-6](#)
- Reading Learning Progression- Information Reading
 - Grade 4
 - Grades 2-6

Objectives (SLO)

Students will know: (GOALS)

Students will be able to: (TEACHING POINTS)

BEND I: Researching a Topic

GOAL: Readers discover new information by getting to know their resources and organizing their thoughts. They ask meaningful questions about their topic to grow their thoughts.

-

Suggestions for Differentiation

- **Researchers will skim and organize their resources. Researchers read the easiest resources first to get an overview of their topic. Researchers skim tables of contents and illustrations to understand main ideas and subtopics. (Session 1: Mini-Lesson)**
- Researchers dig deep into a topic to find subtopics. As they read more about subtopics, they combine information (synthesize) across texts like experts do. (Session 2: Mini-Lesson)

| | |
|--|--|
| <p><i>Conferring/Small Group Instruction</i> (This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</p> <ul style="list-style-type: none"> ● Plan your teaching for the beginning, middle, and end of today’s reading time. (Session 1) ● Support note-taking and synthesis. (Session 2) ● Support children as they draw on all they know. (Session 3) ● Monitor club dynamics. (Session 4) ● Help kids write not only to record, but also to think. (Session 5) | <ul style="list-style-type: none"> ● Researchers use technical vocabulary as they learn more about a topic. (Session 3: Mini-Lesson) ● Researchers help each other and pitch in with enthusiasm and commitment. (Session 4: Mini-Lesson) ● Researchers extend their thinking and get new ideas by playing close attention to the traits, motivations, and struggles of their subjects. (Session 5: Mini-Lesson) ● Researchers analyze the information they collect by asking questions, especially the question “Why”. (Session 6: Mini-Lesson) |
| <p>BEND II: A Second Cycle of Research</p> <p>GOAL: Readers can organize their research and thoughts by using the text structures they find in their resources. Readers use comparing and contrasting and cause and effect structure to help them organize their information.</p> <p>-----</p> <p>-</p> <p><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> (This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</p> <ul style="list-style-type: none"> ● Play up the importance of orienting to texts. (Session 7) ● Support club work and long-term goals. (Session 8) ● Support critically important work: reading with awareness of text structures. (Session 9) ● Extend students’ work with compare and contrast. (Session 10) ● Provide extra support and recognize text structures. (Session 11) ● Provide extra support with text structures. (Session 12) | <ul style="list-style-type: none"> ● Readers plan how to study a new topic using all they know about reading and researching. (Session 7: Mini-Lesson) ● Readers use an “explaining” voice (or a “teacher” voice) to read with fluency. (Session 8: Mini-Lesson) ● Researchers can use the same text structures they find in their resources to organize their own notes, thoughts, and learning. (Session 9: Mini-Lesson) ● Readers recognize when authors use a compare-and-contrast structure in their nonfiction texts. (Session 10: Mini-Lesson) ● Readers recognize when authors use cause-and-effect structure in their nonfiction texts. (Session 11: Mini-Lesson) ● Readers carefully consider the choices made by an author and they read closely to understand why the author made these choices. (Session 12: Mini-Lesson) |

BEND III: Synthesizing, Comparing, and Contrasting

GOAL: Readers will learn more about a topic by thinking about their process of research and creating a plan to learn more information. They will solve real world problems by applying their learning.

-

Suggestions for Differentiation

Conferring/Small Group Instruction

(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)

- Support students' developing comparison skills. (Session 13)
- Support readers in the work of building ideas. (Session 14)
- Support theory development. (Session 16)
- Support many kinds of student work as the end of the unit approaches. (Session 17)
- Empower students as they continue their research. (Session 18)

- Readers develop expertise about a topic by thinking about patterns and relationships. (Session 13: Mini-Lesson)
- Readers, when they research similarities and differences between things, ask questions and from theories about their subject. Then, they make plans to read further to test those theories. (Session 14: Mini-Lesson)
- Experts pause to think about their research process. They take stock of where they are, consider what they need to do next, and moving forward with a plan. (Session 15: Mini-Lesson)
- Researchers study all of the evidence they find to grow new, evidence-based theories. (Session 16: Mini-Lesson)
- Researchers study all of the evidence they find to grow new, evidence-based theories. (Session 17: Mini-Lesson)
- When researchers solve a real world problem, they consider ways they might solve the problem, think about information they need, and make a plan for what they have to do. (Session 18: Mini-Lesson)
- Researchers will celebrate the information they have learned and the ideas they have grown by applying their learning to solve real-world problems. (Session 19: Mini-Lesson)

Interactive Read Aloud: The Whispering Land by Gerald Durrell

Follow the pacing guide below to ensure that your readers are prepared for each session ahead of time. There are times you'll read aloud during a mini-lesson; however, this will not be when you do the bulk of your read aloud. To keep minilessons brief and maximize independent reading time, your read aloud will take place in a block of time outside of reading workshop.

| Session | Read Aloud <u>before</u> the Minilesson (Outside of Reading Workshop) | Read Aloud <u>during</u> Reading Workshop |
|---------------|--|---|
| BEND I | | |
| Session 1 | No specific reading | No specific reading |

| | | |
|----------------|---|--|
| Session 2 | No specific reading; (Copies of selections of Penguins, by Bobbie Kalman and The Penguin by Beatrice Fontanel are recommended for student folders) | Penguins, by Bobbie Kalman |
| Session 3 | No specific reading | No specific reading |
| Session 4 | No specific reading | “I Whistle a Happy a Tune” lyrics https://www.stlyrics.com/lyrics/thekingandi/iwhistleahappytune.htm |
| Session 5 | The Whispering Land by Gerald Durrell | The Whispering Land |
| Session 6 | No specific reading | No specific reading |
| BEND II | | |
| Session 7 | The Life Cycle of a Frog | The Life Cycle of a Frog Frogs |
| Session 8 | No specific reading | Students will need a book about their topic. |
| Session 9 | No specific reading | “The Cycle of Life” and “Deadly Colors!” sections from “Frogs and Toads” |
| Session 10 | No specific reading | Each Club will need a compare and contrast passage about their topic. Ex: Frogs and Toads: Similar but Different |

| | | |
|-----------------|---|---|
| Session 11 | No specific reading | <p>Excerpt from Frogs and Toads by Bobbie Kalman: “No More Golden Toads” p.30 "No More Golden Toads" Frogs and Toads excerpt</p> <p>Excerpt from Penguins: "Today and Tomorrow" Penguins excerpt</p> <p>Excerpt from The Penguin: "Giant Chicks" The Penguin excerpt</p> <p>Excerpt from The Penguin: Excerpt from Penguins</p> |
| Session 12 | No additional reading specified | Frogs and Toads by Bobbie Kalman (Focus on sections “In and Out of Water” and “No More Golden Toads”) |
| BEND III | | |
| Session 13 | Penguins by Bobbie Kalman, Frogs and Toads by Bobbie Kalman | "In and Out of Water" Frogs and Toads excerpt "Frog and Toad Homes" Frogs and Toads excerpt "What Are Penguins" Penguins excerpt "Penguin Homes" Penguins excerpt |
| Session 14 | No additional reading specified | "Growing Up" Penguins excerpt "Growing Legs" The Life Cycle of a Frog excerpt |
| Session 15 | No specific reading | No specific reading |
| Session 16 | No specific reading | No specific reading |
| Session 17 | No specific reading | Animal Text Excerpts “Long Legs” Giraffes excerpt You will need a few texts about animals in general that students are familiar |
| Session 18 | No Specific Reading | Real-Life Problems List Frogs and Toads: Similar but Different excerpt |

| | | |
|--|---|----------------------------------|
| Session 19 | Frogs and Toads: Similar but Different (Session 11) | No specific text |
| Suggested Resources/Technology Tools | | |
| <p>Home to School Connection Letter to Parents</p> <p>Teachers College Reading and Writing Project Website</p> <p><u>Demonstration Texts</u></p> <p>The Life Cycle of an Emperor Penguin by Bobbie Kalman (Crabtree Publishing) *</p> <p>Penguins by Bobbie Kalman (Crabtree Publishing) *</p> <p>The Penguin by Béatrice Fontanel (Charlesbridge) *</p> <p>“I Whistle a Happy Tune” lyrics</p> <p>The Life Cycle of a Frog by Bobbie Kalman (Crabtree Publishing) *</p> <p>Frogs! By Elizabeth Carney (National Geographic) *</p> <p>“The Trials of a Tadpole” video from National Geographic (www.youtube.com/watch?v=r3zqdWSYgSA)</p> <p>Frogs and Toads by Bobbie Kalman (Crabtree Publishing) *</p> <p>Penguins by Lucia Raatma (Scholastic)</p> <p>Penguins by Seymour Simon (HarperCollins)</p> <p>Giraffes by Emilie U. Lepthien (Grolier Publishing)</p> <p>* Trade book is included with your reading units of study</p> <p><u>Read-Aloud Text</u></p> <p>The Whispering Land by Gerald Durrell (Penguin)</p> | | |
| Correlations to the Common Core State Standards | | |
| <i>Anchor Charts</i> | | |
| <p>To Research... Color / B&W</p> <p>Readers Take Notes... Color / B&W</p> | | |
| <i>Assessment</i> | | |
| <p>Teacher Instructions</p> <p>Preassessment</p> <p>Preassessment Sample Responses</p> <p>Postassessment</p> <p>Postassessment Sample Responses</p> <p>Student Rubric</p> <p>Learning Progression</p> | | |
| <i>Session 1</i> | | |

[Animal Book List](#)
[Links to Animal Videos](#)
["To Research" anchor chart](#)
[Figure 1-1: "Penguin group's plan"](#)
[Figure 1-2: "Tiger club's plan"](#)
[Homework](#)

Session 2

["Synthesizing Information in Conversation" chart](#)
["Giant Chicks" *The Penguin* excerpt](#)
["In the Brood" *The Penguin* excerpt](#)
["New Feathers" *Penguin* excerpt](#)
["To Research" anchor chart](#)
[Figure 2-2: "Topic and subtopic chart"](#)
[Homework](#)

Session 3

[Word Bank for Penguin Topics](#)
["To Research" anchor chart](#)
["Word Work," "Main Idea\(s\)," and "Supporting Details/Summary" strands of the Informational Reading Learning Progression](#)
[Figure 3-1: "Whale word bank"](#)
[Figure 3-2: "Isaac's great white shark word bank"](#)
[Figure 3-3: "Tiffany's word bank"](#)
[Homework](#)

Session 4

[Link to "I Whistle a Happy Tune" lyrics](#)
[The *Whispering Land* excerpt](#)
["To Research" anchor chart](#)
[Figure 4-2: "Students have detected the gold in their ideas"](#)
[Figure 4-3: "Children check in on their goals"](#)
[Homework](#)

Session 5

[The *Whispering Land* excerpt](#)
["To Research" anchor chart](#)
["Talking and Thinking" chart](#)
["Critical Reading" strand of the Information Reading Learning Progression](#)
[Figure 5-1: "Big thoughts about gorilla's diet"](#)
[Figure 5-2: "David uses contrasting ideas"](#)
[Figure 5-3: "How are my ideas changing?"](#)
[Homework](#)

Session 6

[Figure 6-1: "Sam and Emily speculate to answer their questions"](#)

Session 7

[“To Research” anchor chart](#)
["Orienting" strand of Informational Reading Learning Progression](#)
[Figure 7-1: "Research club plans"](#)
[Homework](#)

Session 8

["The Trials of a Tadpole" video link](#)
["Narrators of nonfiction use their voices..." chart](#)
["Fluency" strand of the Informational Reading Learning Progression](#)
[Figure 8-1: "Notes with attention to structure"](#)
[Homework](#)

Session 9

["Deadly Colors!" *Frogs and Toads* excerpt](#)
["The Cycle of Life" *Frogs and Toads* excerpt](#)
[“To Research” anchor chart](#)
["Researchers Take Notes" anchor chart](#)
["Main Idea\(s\)" and "Supporting Details/Summary" strands of the Informational Reading Learning Progression](#)
[Figure 9-2: "Learning recorded on a new web"](#)
[Homework](#)

Session 10

[Frogs and Toads: Similar but Different](#)
["Researchers Take Notes" anchor chart](#)
["Compare and Contrast Sentence Stems" chart](#)
["Cross Text\(s\) Synthesis" and "Comparing and Contrasting" strands of the Informational Reading Learning Progression](#)
[Figure 10-2: "Venn diagrams are helpful but hard to fill in"](#)
[Figure 10-3: "Organizing notes with structure in mind"](#)
[Homework](#)

Session 11

["No More Golden Toads" *Frogs and Toads* excerpt](#)
["Today and Tomorrow" *Penguins* excerpt](#)
["Giant Chicks" *The Penguin* excerpt](#)
[Excerpt from *Penguins*](#)
["Researchers Take Notes" anchor chart](#)
["Word Work" strand of the Informational Reading Learning Progression](#)
[Figure 11-1: "Peek into students' notebooks"](#)
[Figure 11-2: "Problem-solution structure"](#)
[Homework](#)

Session 12

[“To Research” anchor chart](#)
["Comparing and Contrasting" and "Analyzing Author's Craft" strands of the Informational Reading Learning Progression](#)
["Synthesizing Information in Conversation" chart](#)
[Figure 12-1: "Celebrating children's first attempts"](#)
[Homework](#)

Session 13

["In and Out of Water" *Frogs and Toads* excerpt](#)
["Frog and Toad Homes" *Frogs and Toads* excerpt](#)
["What Are Penguins" *Penguins* excerpt](#)
["Penguin Homes" *Penguins* excerpt](#)
[Anchor Chart Checklists](#)
["Compare and Contrast Sentence Stems" chart](#)
["To Research" anchor chart](#)
[Figure 13-1: "Asking and answering questions"](#)
[Homework](#)

Session 14

["Growing Up" *Penguins* excerpt](#)
["Growing Legs" *The Life Cycle of a Frog* excerpt](#)
["To Research" anchor chart](#)
["Questions Lead To..." chart](#)
["Grow Big Questions and Ideas" chart](#)
[Critical Reading, Comparing and Contrasting, and Fluency strands of the Informational Reading Learning Progression](#)
[Figure 14-1: "Talk helped grow wonderful thoughts"](#)
[Homework](#)

Session 15

[Figure 15-1: "Drawing a cloud around a fun fact"](#)
[Figure 15-2: "A wide variety of note-taking styles"](#)

Session 16

["To Research" anchor chart](#)
["Critical Reading" strand of the Information Reading Learning Progression](#)
[Figure 16-1: "Olivia's evidence to support her club's theory"](#)
[Homework](#)

Session 17

[Animal Text Excerpts](#)
["Long Legs" *Giraffes* excerpt](#)
[Figure 17-1: "Notebook pages showing bigger concepts at work"](#)
[Figure 17-2: "Writing long to work through big questions"](#)
[Homework](#)

Session 18

[Real-Life Problems List](#)
[Frogs and Toads: Similar but Different excerpt](#)
["To Research" anchor chart](#)
["Critical Reading" strand of the Information Reading Learning Progression](#)
[Homework](#)

Session 19

[Figure 19-1: "Two designs for better zoos"](#)

[Figure 19-2: "The elements of persuasive writing"](#)

[Figure 19-3: "Articles to explain why some animals are dying"](#)

Modifications

See suggestions for implementation listed under each goal.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community member and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 5b- Writing

Writing About Research Information Writing: Reading, Research, and Writing (If...Then...)

Summary and Rationale

Bend I focuses students on writing to learn. You will teach students to collect information and create notes and timelines to help them learn and grow ideas. In Bend II, writers will plan a table of contents about a content area of interest. You will teach them how to use boxes and bullets and organizational skills to promote their writing skills and learning. Next, in Bend III, students will be using mentor texts to help them revise their work. You will support students in editing and revising their own work based on ideas and techniques they pull from mentor text work. Finally, Bend IV allows students to prepare their work to be published. They will be sure that their work supports the content area and will work to teach others about what they have learned. You will have the students celebrate their accomplishments.

Recommended Pacing

6-8 Weeks (May-June)

Standards

Reading: Literature

Reading: Informational Text

- | | |
|--------|--|
| 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. |
| RI.3.4 | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| RI.3.5 | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. |
| RI.3.6 | Distinguish their own point of view from that of the author of a text. |
| RI.3.7 | Use information gained from 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). |

Writing

- | | |
|-------|---|
| W.3.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| W.3.3 | Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. |
| W.3.4 | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| W.3.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |

| | |
|------------------------|--|
| W.3.6 | With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. |
| W.3.7 | Conduct short research projects that build knowledge about a topic. |
| W.3.8 | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. |
| W.3.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| Language | |
| L.3.1 | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>I. Produce simple, compound, and complex sentences.</p> |
| L.3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| L.3.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening |
| L.3.4 | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. |
| L.3.6 | 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., <i>After dinner that night we went looking for them</i>). |
| Speaking and Listening | |
| SL.3.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. |
| 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. |

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| SL.3.3 | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |
| 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. |
| SL.3.6 | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |

Evidence of Learning (Assessments)

Unit Common Assessment: POST ASSESSMENT

- Information Writing On-Demand, [On-Demand Performance Assessment Prompt](#)
- Information Writing Checklists
 - [Grade 3](#)
 - [Grade 3 Illustrated](#)
- Assessment rubric [Grade 3](#) (GRADE ONLY: Overall, Transitions, Organization, Elaboration, Craft, Punctuation)

Writing:

- TCRWP Writing Rubrics and Student Editing Samples
- TCRWP Editing Checklists

IMPORTANT TIPS FOR IMMERSION:

During the first few days, teachers should plan time for sharing nonfiction mentor texts so that students can all explore common texts together. This helps to set the tone for the unit and bring focus to reading from a writer's lense. Interactive and shared writing are also important ways for students to see the process of generating ideas about nonfiction texts and organizing the information.

***Note:** In shared writing, the teacher acts as a scribe with student participation and collaboration. In interactive writing, the teacher and student share the pen and write the parts of the text together.

Grammar Lessons are listed in the fifth goal. These can be integrated into your writing lessons where appropriate.

| Students will know: (Goals) | Students will be able to: (Teaching Points) |
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| <p>BEND I: Writing to Develop Expertise and Grow Ideas</p> <p>GOAL: Students will develop note taking skills in order to learn a more bout what they are writing about.</p> | <ul style="list-style-type: none"> • Students will use a notebook to keep track of all their notes, thoughts, and ideas.(IF... THEN... paragraph 2, page 20) • Students will create sketches to support their learning and writing. (IF... THEN... paragraph 3, page 20) • Students will take notes using the “box and bullet” format. (IF... THEN... paragraph 4, page 20) |

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| | <ul style="list-style-type: none"> Students will use their notebooks to generate questions and musings for a hypothesis. (IF...THEN...paragraph 5, page 20) Students will write deeper about their topics, including their personal thoughts and reactions. (IF...THEN...paragraph 6, page 21) |
| <p>BEND II: Planning a Table of Contents and Writing Chapters (Meanwhile, Sometimes Returning to Research)</p> <p>GOAL: Students will plan and write a table of contents about a content area of interest.</p> | <ul style="list-style-type: none"> Students will locate tables of contents and think about how tables of contents organize information. (IF...THEN...paragraph 4, page 21) Students will create tables of contents that matched the topic they are writing about. (IF...THEN...paragraph 3, page 22) Students will use a graphic organizers to plan and structure their chapters. (IF...THEN...paragraph 4-5, page 22) Students will elaborate on their chapters using a variety of information. (IF...THEN...paragraph 6, page 22) |
| <p>BEND III: Using Mentor Texts to Help Writers Revise Chapters They've Written and to Lift the Level of Upcoming Chapters</p> <p>GOAL: Students will be using mentor texts to help them revise their work.</p> | <ul style="list-style-type: none"> Students will identify text structures and the author's purpose for organization. (IF...THEN...paragraph 2-3, page 23) Students will learn a lot about a topic to plan for their chapters and categories. (IF...THEN...paragraph 4, page 23) Students will identify the structure of mentor texts and notice that mentor texts are structures in various ways. (IF...THEN...paragraph 6, page 23) Students will compare and contrast the text structure of mentor texts. (IF...THEN...paragraph 5, page 23) Students will make opinions about their topics based on their research. (IF...THEN...paragraph 1-2, page 24) Students will revise their chapters and write new chapters by researching again and again. (IF...THEN...paragraph 3, page 24) Students will use mentor texts to help elaborate on their topic. (IF...THEN...paragraph 7, page 24) |
| <p>BEND IV: Editing and Publishing to Get Ready to Teach Each Other</p> <p>GOAL: Students will prepare their work to be published and teach each other about their topic.</p> | <ul style="list-style-type: none"> Students will reread and revise their work as they write. (IF...THEN...paragraph 2-3, page 25) Students will write and revise with a lens for information writing, making sure they include headings and subheadings, diagrams, introductions, and conclusions. (IF...THEN...paragraph 4-7, page 25) |

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| | <ul style="list-style-type: none"> Students will fancy up their writing by including photographs, pictures, and colors. (IF...THEN...paragraph 1, page 26) Students will share their books with the class and teach what they have learned. (IF...THEN...paragraph 2, page 25) |
| <p><u>Grammar/Language Focus:</u></p> <p>Goal: Writers study and apply grammar moves to use in their writing.</p> | <ul style="list-style-type: none"> Writers will use comparatives to compare two nouns (adjectives) or what two nouns do (adverb). <ul style="list-style-type: none"> Easier Said Than Done: Comparatives (Patterns of Power: Lesson Set 9) Writers will use prepositional phrases to show where. <ul style="list-style-type: none"> Prepositions Get You <i>into</i> Messes Everywhere: Preposition Phrases (Patterns of Power: Lesson Set 10) <p>The grade-level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, students may need additional grammar instruction based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.</p> |
| Suggested Resources/Technology Tools | |
| <p><u>Home to School Connection Letter to Parents</u></p> <p>Grammar Texts (Patterns of Power) <u>Ultimate Weird But True 3</u> <u>The Secret Life of the Red Fox</u></p> <p><u>Narrative Writing</u> <u>Information Writing</u> <u>Opinion Writing</u> <u>Customizable Labels</u></p> | |
| Modifications | |
| <p>Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.</p> | |

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community member and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Optional Reading Unit: If Time Allows

Learning Through Reading: Countries Around the World

Summary and Rationale

In this unit, students will build on and extend their prior learning about reading informational texts as they engage in reading nonfiction on a topic to learn all they can about a topic. In Bend I, students will spend a few days reading different kinds of texts using Social Studies themes as lenses to learn and grow ideas about a particular country and its culture. There will be many opportunities to teach others about what they are learning. In Bend II you will invite students to start the process again. By giving students a second opportunity to cycle through a research project you give them a chance to work with greater independence. In Bend III, you will shine a spotlight on comparing and contrasting to look purposefully at the new things they are learning in light of what they already know. Finally, in Bend IV, you

will teach students to read folktales with the goal of learning more about daily life in their respective countries.

Recommended Pacing

6 weeks

Standards

Reading: Literature

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| 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.3.9 | 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) |

Reading: Informational Text

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| 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.3.3 | Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. |
| RI.3.7 | 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. |
| 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. |

Writing

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| W.3.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
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| W.3.7 | Conduct short research projects that build knowledge about a topic. |
| W.3.8 | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. |
| Speaking and Listening | |
| 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. |
| SL.3.3 | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |
| 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. |
| Language | |
| L.3.4 | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. |
| L.3.6 | 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., <i>After dinner that night we went looking for them</i>). |
| Interdisciplinary Connections | |
| Social Studies | |
| 6.1.4.A.1 4 | Describe how the world is divided into many nations that have their own governments, languages, customs, and laws. |
| 6.1.4.A.1 5 | Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. |
| 6.1.P.D.4 | Learn about and respect other cultures within the classroom and community. |
| 6.1.4.D.1 3 | Describe how culture is expressed through and influenced by the behavior of people. |
| Integration of Technology | |
| 8.1.5.A.1 | Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. |

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| 8.1.5.A.2 | Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.ale | |
| Instructional Focus | | |
| Enduring Understandings: | | Essential Questions: |
| <ul style="list-style-type: none">● Researchers use social studies themes to learn and grow their ideas about a country and its culture.● Researchers compare and contrast like features to think more deeply about a subject.● Researchers read literature to learn about the culture of a country. | | <ul style="list-style-type: none">● How do researchers use their social studies skills and knowledge to learn and grow their ideas about a country and its culture?● How do researchers compare and contrast similar features to think deeply about a subject?● How do researchers read folktales, fairy tales, and mythology to learn about the culture of a country? |
| Evidence of Learning (Assessments) | | |
| Unit Common Assessment: <ul style="list-style-type: none">● Final Running Records Reading: <ul style="list-style-type: none">● TC Running Record Reading Assessments● Reading Learning Progression- Narrative Reading<ul style="list-style-type: none">○ Grade 3○ Grades 2-6● Reading Learning Progression- Information Reading<ul style="list-style-type: none">○ Grade 3○ Grades 2-6 | | |
| Objectives (SLO) | | |
| Students will know: (GOALS) | | Students will be able to: (TEACHING POINTS) |
| <p>BEND I: Learning about a country using a variety of texts and lenses</p> <p>GOAL: Researchers will learn about a country using a variety of texts and lessons.</p> | | <ul style="list-style-type: none">● Researchers transfer what they know from previous research projects to their work on a new study. (IF... THEN... bottom page 5)● Readers often read easier texts before moving to harder books about their countries to get a quick overview. (IF...THN... top page 6)● Readers have a repertoire of note-taking strategies to draw upon when researching. (IF...THEN... mid page 6) |

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| | <ul style="list-style-type: none"> ● Researchers focus their research by choosing a lens through which to study a topic. (IF...THEN... bottom page 7) ● Researchers take the time to reflect upon and grow ideas about the information they are learning. (IF...THEN... page 8) ● Researchers synthesize their learning by teaching others. (IF....THEN... page 9) ● Researchers raise their writing and speaking to new heights by trying to use more of the words that the authors of research texts have used. (IF...THEN... page 9-10) |
| <p>BEND II: Researching a different country</p> <p>GOAL: Researchers will use their skills to work more independently on researching a new country.</p> | <ul style="list-style-type: none"> ● Researchers will begin a new round of research on a different country. (IF...THEN... page 10) ● Researchers think about tools and resources that were helpful during past projects and then plan to use these on new projects. (IF...THEN... page 10) ● Researchers make choices about how their research will be organized, and they plan their notes accordingly. (IF...THEN... page 11) ● Researchers share what they are learning in teams, taking notes on what they learn from each other just as they would take notes from books. (IF...THEN...) |
| <p>BEND III: Learning and thinking across countries: exploring similarities and differences to grow ideas.</p> <p>GOAL: Researchers will explore differences and similarities across countries to grow their ideas.</p> | <ul style="list-style-type: none"> ● Researchers do not just name similarities and differences when they compare and contrast. They think, talk, and write about why and how these might be significant. (IF...THEN... page 12) ● Researchers use compare-and-contrast observations to develop new theories and conclusions. (IF...THEN... page 12) ● Researchers often revisit their notes after they learn new things, use their new knowledge to draw conclusions and develop theories about information. (IF...THEN... page 13) |
| <p>BEND IV: Learning about countries and cultures through literature (Folktales and Fairy Tales)</p> <p>GOAL: Researchers will learn about countries and cultures by exploring its literature..</p> | <ul style="list-style-type: none"> ● Researchers will explore the similarities and differences between folktales, fairy tales, myths, legends, fables, and tall tales. (IF...THEN... page 14) ● Researchers draw upon nonfiction to help them think more deeply about fiction related to their topic. (IF...THEN... page 14) |

- Researchers read stories with the lens of learning more about culture in addition to studying narrative elements. (IF...THEN... page 15)
- Researchers compare and contrast stories about cultures to learn more about these cultures. (IF...THEN... page 16)
- Researchers can learn about the values of a culture by studying the traits of characters in that culture's stories. (IF...THEN... page 17)
- Researchers celebrate their learning by teaching others all they have learned during a study. (IF...THEN... page 17)

Suggested Resources/Technology Tools

[Teachers College Reading and Writing Project Website](#)

Learning Through Reading

["Researchers Take Notes that Follow the Structure of Their Texts" anchor chart](#)

Modifications

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.

- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

| Optional Writing Unit: If Time Allows | |
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| Once Upon a Time: Adapting and Writing Fairy Tales | |
| Summary and Rationale | |
| <p>Bend I introduces writers to fairy tales. Through various read alouds and mini-lessons, students will become familiar with the elements of fairy tale writing. The main journey for students in this bend will be adapt one of two fairy tales, (“Little Red Riding Hood” and “The Three Billy Goats Gruff” are suggested) making changes consistently throughout the story and focusing creating many small moments that will become scenes of the fairy tale.</p> <p>The second bend allows students to drive the process of creating a fairy tale more independently. Students will create another adaptation of a fairy tale. This time around, students will select their own choice of fairy tale to adapt and will revise and add in more dramatic elements, refrains, and figurative language, as they write.</p> <p>The third bend involves students creating an original fairy tale from their own imaginations. They will travel through the writing process rigorously. Students will add in troubles and morals into their story and will share their writing using a storyteller voice and make the magic of the fairy tale come to life.</p> | |
| Recommended Pacing | |
| 6 Weeks | |
| Standards | |
| Reading: Literature | |
| 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 the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. |
| 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 |

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| RL.3.6 | Distinguish their own point of view from that of the narrator or those of the characters. |
| RL.3.7 | Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). |
| RL.3.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed. |
| Reading: Informational Text | |
| Reading: Foundational Skills | |
| RF.3.4 | Read with sufficient accuracy and fluency to support comprehension. |
| Writing | |
| W.3.3 | Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. |
| W.3.4 | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| W.3.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| W.3.6 | With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. |
| W.3.7 | Conduct short research projects that build knowledge about a topic. |
| W.3.8 | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. |
| W.3.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| Speaking and Listening | |
| SL.3.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i> , building on others’ ideas and expressing their own clearly. |
| 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. |

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| 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. |
| SL.3.6 | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| Language | |
| L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| L.3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| L.3.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| L.3.4 | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. |
| L.3.5 | Demonstrate understanding of figurative language, word relationships and nuances in word meanings. |
| 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., <i>After dinner that night we went looking for them</i>). |
| Integration of Technology | |
| 8.1.5.A.1 | Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. |
| 8.1.5.A.2 | Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. |
| Instructional Focus | |
| Enduring Understandings: | Essential Questions: |
| <ul style="list-style-type: none"> Writers will become familiar with the elements of fairy tale writing and will adapt one of two fairy tales, making changes consistently throughout the story. Writers will adapt their choice of a fairytale independently through revision and by adding | <ul style="list-style-type: none"> What are the elements of a fairy tale? Why must changes in an adaptation be consistent? What effect does figurative language have on the story? What are refrains and how do they affect the story? How can writers bring out the magic of a fairy tale? |

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| <p>in more dramatic elements, refrains, and figurative language.</p> <ul style="list-style-type: none"> Students will create a fairy tale more rigorously and will create their own version of a fairy tale. Students will share their writing using a storyteller voice and make the magic of the fairy tale come to life. | |
| Evidence of Learning (Assessments) | |
| <p>Unit Common Assessment: POST ASSESSMENT</p> <ul style="list-style-type: none"> https://docs.google.com/document/d/1WGb4FlaXq-6_Ak76cTSYFK2CGXCoSV-HOYCDJ8Zss2w/edit <ul style="list-style-type: none"> Use Grade 3 Rubric (<u>Grade only Overall, Transitions, Elaboration, Craft, Spelling, Punctuation</u>) https://drive.google.com/file/d/0B9V_jdXMLmorYjdYYkNFZlBiOEE/view?usp=sharing <p>Checklists</p> <ul style="list-style-type: none"> <u>Grade 3</u> <u>Grade 3 Illustrated</u> <p>Writing:</p> <ul style="list-style-type: none"> TCRWP Writing Rubrics and Student Editing Samples TCRWP Editing Checklists | |
| Objectives (SLO) | |
| <p><u>Grammar Focus</u></p> <ul style="list-style-type: none"> Punctuation- L.3.2c – Use commas and quotation marks in dialogue Revisit adjectives: <ul style="list-style-type: none"> Explain the function of [adjectives] in general and their function in particular sentences (L.3.1a) Form/use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.(L.3.1g) Revisit verbs: <ul style="list-style-type: none"> Form/use regular and irregular verbs (<i>e.g., I walked; I walk; I will walk</i>) (L.3.1d) Form/use simple verb tenses (L.3.1e) <p>The grade-level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, students may need additional grammar instruction based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.</p> | |
| Students will know: (GOAL) | Students will be able to: (TEACHING POINT) |

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|---|---|
| <p>BEND I: Writing in the Footsteps of the Classics</p> <p>Goal: Writers will become familiar with the elements of fairy tale writing and will adapt one of two fairy tales, making changes consistently throughout the story.</p> <hr/> <p><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> - Use notes as a tool for thinking. (Session 1) - Wrestle with cohesion and story structure. (Session 2) - Coach children to use drama for writing. (Session 3) - Teach the balance of narration, description, and dialogue. (Session 4) - Encourage students to take on challenging work. (Session 5) - Help writers set personal goals. (Session 6) | <ul style="list-style-type: none"> ● Writers will get inspiration to write by studying several versions of a classic fairy tale and will explore why the authors wrote these versions. (Session 1: Mini-Lesson) ● Writers will adapt one of two fairy tales in meaningful ways and when they make changes, they must make changes consistently throughout the story. (Session 2: Mini_Lesson) ● Writers will story-tell or act out their stories to help plan and write their drafts. (Session 3: Mini-Lesson) ● Writers can rehearse for writing by acting out their stories part by part. (Session 4: Mini-Lesson) ● Writers will use narration through their fairy tale in order to create a setting, tie the story together, and create a moral or ending. (Session 5: Mini-Lesson) ● Writers will check their work and plan for future writing. (Session 6: Mini-Lesson) |
| <p>BEND II: Follow the Path: Adapting Fairy Tales with Independence</p> <p>Goal: Writers will adapt their choice of a fairytale independently through revision and by adding in more dramatic elements and figurative language.</p> <hr/> <p><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> - Use your input to encourage student ownership. (Session 7) - Support the transition from rehearsal to writing. (Session 8) - Support children in writing new drafts. (Session 9) - Support children who struggle with adding action. (Session 10) - Revise for specific vocabulary. (Session 11) - Help writers construct complex sentences. (Session 12) | <ul style="list-style-type: none"> ● Writers will help each other to plan their stories and their writing process. (Session 7: Mini-Lesson) ● Writers will make their stories sound like true fairy tales by adding refrains and special language. (Session 8: Mini-Lesson) ● Writers make significant revisions in their drafts as they work using other authors' writings to support them. (Session 9: Mini-Lesson) ● Writers will balance their writing by using a mix of dialogue and character actions. (Session 10: Mini-Lesson) ● Writers will use figurative language in their fairy tales to paint a picture for their readers. (Session 11: Mini-Lesson) ● Writers will read their fairy tales out loud so smooth out choppy parts and simplify long parts. (Session 12: Mini-Lesson) |

BEND III: Blazing Trails: Writing Original Fairy Tales

Goal: Students will create a fairy tale more rigorously and will create their own version of a fairy tale. Students will share their writing and make the magic of the fairy tale come to life.

Suggestions for Differentiation

Conferring/Small Group Instruction

(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)

- Support writers as they grow ideas into plans through conversation. (Session 13)
- Teach how small objects affect the story in big ways. (Session 15)
- Tailor your conferring along the learning progression. (Session 16)
- Teach students at each end of the spectrum. (Session 17)
- Support students who struggle with creating paragraphs. (Session 18)

- Writers will write fairy tales that include specific characters, motivations, troubles, and resolutions. (Session 13: Mini-Lesson)
- Writers will examine their own work by reflecting on processes and strategies that were successful for them and which didn't work for them to support their current piece. (Session 14: Mini-Lesson)
- Writers will build a character's actions in a fairy tale around important or magical objects. (Session 15: Mini-Lesson)
- Writers will elaborate on their draft by balancing telling and showing sentences. (Session 16: Mini-Lesson)
- Writers will revise their fairy tales, making sure that the element of magic is embedded in the story and connects to the heart of the story. (Session 17: Mini-Lesson)
- Writers show their readers how the piece should be reading by varying the pace of the the story events. (Session 18: Mini-Lesson)
- Writers reread their stories to find broken patterns of good writing and edit these parts. (Session 19: Mini-Lesson)
- Writers will form storytelling circles and share their fairy tales with younger students and bring them to life. (Session 20: Mini-Lesson)

Suggested Resources/Technology Tools

[Correlations to the Common Core State Standards](#)

Anchor Charts

Ways Authors Adapt Fairy Tales

[Color](#) / [B&W](#)

How to Write a Fairy Tale Adaptation

[Color](#) / [B&W](#)

Session 1

[A Selection of Recommended Titles](#)

[The Three Billy Goats Gruff \(Norwegian version\)](#)

[Cinderella; or, The Little Glass Slipper, by Charles Perrault](#)

[Little Red Cap, by Jacob and Wilhelm Grimm](#)

[Adaptation: Cinderella, by Maggie Beattie Roberts](#)

[Adaptation: Winderella, by Shana Frazin](#)

[Chart: Prompts to Support Thinking and Talking About Authors' Decisions](#)

[FIG. 1-2 Jasmine's notebook entry](#)

[FIG. 1-3 Harry's notebook entry](#)

Session 2

[Chart: If I Change...](#)

[FIG. 2-1 Ella's notebook entry](#)

[FIG. 2-2 Jackson's notebook entry](#)

[FIG. 2-3 Cora's notebook entry](#)

Session 3

[FIG. 3-1 Sam's first draft of scene 1](#)

Session 4

[FIG. 4-1 Sam's revised draft of scene 1](#)

[FIG. 4-2 Jackson's scene-planning booklet](#)

Session 5

[FIG. 5-1 Jackson's narration at the start of his story](#)

[FIG. 5-3 Simone's narration at the start of her story](#)

[FIG. 5-4 Piper's narration at the start of her story](#)

[FIG. 5-5 Simone's ending](#)

[FIG. 5-6 Piper's ending](#)

Session 6

[Narrative Writing Checklist, Grades 3 and 4](#)

[FIG. 6-1 Simone's final piece](#)

Session 7

[Planning Chart: How to Write a Fairy Tale Adaptation](#)

[Chart: Ways Authors Adapt Fairy Tales](#)

[Anchor chart: Ways Authors Adapt Fairy Tales](#)

[FIG. 7-1 Cora's writing goals and plans](#)

[FIG. 7-2 Andrew's notebook entry](#)

[FIG. 7-3 Maggie's notebook entry](#)

Session 8

[Planning Chart: How to Write a Fairy Tale Adaptation](#)

[Ben's Retelling of "The Three Little Pigs", Showing dramatization](#)

[Ben's Retelling of "The Three Little Pigs", Using transitions to stitch scenes together](#)

[Ben's Retelling of "The Three Little Pigs", Fairy tales and descriptive language](#)

[Ben's Retelling of "The Three Little Pigs", Storytelling, bit-by-bit](#)

[FIG. 8-1 Shane's story planning booklet](#)

[FIG. 8-2 Zander's story planning booklet](#)

Session 9

[FIG. 9-1 Piper's draft](#)

[FIG. 9-2 Jackson's draft](#)

[FIG. 9-3 Ella's refrain](#)

[FIG. 9-4 Maggie's refrain](#)

[FIG. 9-5 Zander's refrain](#)

Session 11

[Chart: Language Paints a Beautiful Picture](#)

[Chart: How to Write a Fairy Tale Adaptation](#)

[Anchor chart: How to Write a Fairy Tale Adaptation](#)

[FIG. 11-3 Andrew's spelling work](#)

[FIG. 11-4 Ella's spelling work](#)

[FIG. 11-5 Sophia's spelling work](#)

Session 12

[FIG. 12-1 Shane's draft](#)

[FIG. 12-2 Sam's powerful edits](#)

[FIG. 12-3 Shelly's powerful edits](#)

Session 15

[FIG. 15-1 Sophia's draft](#)

Session 16

[FIG. 16-1 Andrew's description](#)

[FIG. 16-2 Cora's description](#)

[FIG. 16-3 Maggie's draft](#)

Session 17

[Chart: Magic Comes in Many Forms](#)

[FIG. 17-2 Elizabeth's magical beginning and magical ending](#)

Session 18

[FIG. 18-1 Lainie's revised draft](#)

Session 20

[FIG. 20-1 Simone's final piece](#)

[FIG. 20-2 Rocio's final piece](#)

[FIG. 20-3 Zander's final piece](#)

[FIG. 20-4 Andrew's final piece](#)

[FIG. 20-5 Cora's final piece](#)

Modifications

See suggestions for implementation listed under each goal.

[Career Readiness, Life Literacies, and Key Skills Practices \(June 2020\)](#)

- Act as a responsible and contributing community members and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Optional Reading Unit: If Time Allows

Learning Through Reading: Countries Around the World

Summary and Rationale

In this unit, students will build on and extend their prior learning about reading informational texts as they engage in reading nonfiction on a topic to learn all they can about a topic. In Bend I, students will spend a few days reading different kinds of texts using Social Studies themes as lenses to learn and grow ideas about a particular country and its culture. There will be many opportunities to teach others about what they are learning. In Bend II you will invite students to start the process again. By giving students a second opportunity to cycle through a research project you give them a chance to work with greater independence. In Bend III, you will shine a spotlight on comparing and contrasting to look purposefully at the new things they are learning in light of what they already know. Finally, in Bend IV, you will teach students to read folktales with the goal of learning more about daily life in their respective countries.

Recommended Pacing

6 weeks

Standards

Reading: Literature

| | |
|--------|--|
| 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.3.9 | 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) |
| Reading: Informational Text | |
| 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.3.3 | Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. |
| RI.3.7 | 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. |
| 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. |
| Writing | |
| W.3.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| W.3.7 | Conduct short research projects that build knowledge about a topic. |
| W.3.8 | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. |
| Speaking and Listening | |
| 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. |
| SL.3.3 | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |
| 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. |
| Language | |

| L.3.4 | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. | | | | |
|---|--|--------------------------|----------------------|--|--|
| L.3.6 | 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., <i>After dinner that night we went looking for them</i>). | | | | |
| Interdisciplinary Connections | | | | | |
| Social Studies | | | | | |
| 6.1.4.A.1 4 | Describe how the world is divided into many nations that have their own governments, languages, customs, and laws. | | | | |
| 6.1.4.A.1 5 | Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. | | | | |
| 6.1.P.D.4 | Learn about and respect other cultures within the classroom and community. | | | | |
| 6.1.4.D.1 3 | Describe how culture is expressed through and influenced by the behavior of people. | | | | |
| Integration of Technology | | | | | |
| 8.1.5.A.1 | Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. | | | | |
| 8.1.5.A.2 | Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.ale | | | | |
| Instructional Focus | | | | | |
| <table border="1"> <tr> <th>Enduring Understandings:</th><th>Essential Questions:</th></tr> <tr> <td> <ul style="list-style-type: none"> ● Researchers use social studies themes to learn and grow their ideas about a country and its culture. ● Researchers compare and contrast like features to think more deeply about a subject. ● Researchers read literature to learn about the culture of a country. </td><td> <ul style="list-style-type: none"> ● How do researchers use their social studies skills and knowledge to learn and grow their ideas about a country and its culture? ● How do researchers compare and contrast similar features to think deeply about a subject? ● How do researchers read folktales, fairy tales, and mythology to learn about the culture of a country? </td></tr> </table> | | Enduring Understandings: | Essential Questions: | <ul style="list-style-type: none"> ● Researchers use social studies themes to learn and grow their ideas about a country and its culture. ● Researchers compare and contrast like features to think more deeply about a subject. ● Researchers read literature to learn about the culture of a country. | <ul style="list-style-type: none"> ● How do researchers use their social studies skills and knowledge to learn and grow their ideas about a country and its culture? ● How do researchers compare and contrast similar features to think deeply about a subject? ● How do researchers read folktales, fairy tales, and mythology to learn about the culture of a country? |
| Enduring Understandings: | Essential Questions: | | | | |
| <ul style="list-style-type: none"> ● Researchers use social studies themes to learn and grow their ideas about a country and its culture. ● Researchers compare and contrast like features to think more deeply about a subject. ● Researchers read literature to learn about the culture of a country. | <ul style="list-style-type: none"> ● How do researchers use their social studies skills and knowledge to learn and grow their ideas about a country and its culture? ● How do researchers compare and contrast similar features to think deeply about a subject? ● How do researchers read folktales, fairy tales, and mythology to learn about the culture of a country? | | | | |
| Evidence of Learning (Assessments) | | | | | |

Unit Common Assessment:

- Final Running Records

Reading:

- TC Running Record Reading Assessments
- Reading Learning Progression- Narrative Reading
 - Grade 3
 - Grades 2-6
- Reading Learning Progression- Information Reading
 - Grade 3
 - Grades 2-6

Objectives (SLO)

Students will know: (GOALS)

BEND I: Learning about a country using a variety of texts and lenses

GOAL: Researchers will learn about a country using a variety of texts and lessons.

Students will be able to: (TEACHING POINTS)

- Researchers transfer what they know from previous research projects to their work on a new study. (IF... THEN... bottom page 5)
- Readers often read easier texts before moving to harder books about their countries to get a quick overview. (IF... THEN... top page 6)
- Readers have a repertoire of note-taking strategies to draw upon when researching. (IF... THEN... mid page 6)
- Researchers focus their research by choosing a lens through which to study a topic. (IF... THEN... bottom page 7)
- Researchers take the time to reflect upon and grow ideas about the information they are learning. (IF... THEN... page 8)
- Researchers synthesize their learning by teaching others. (IF... THEN... page 9)
- Researchers raise their writing and speaking to new heights by trying to use more of the words that the authors of research texts have used. (IF... THEN... page 9-10)

BEND II: Researching a different country

GOAL: Researchers will use their skills to work more independently on researching a new country.

- Researchers will begin a new round of research on a different country. (IF... THEN... page 10)
- Researchers think about tools and resources that were helpful during past projects and then plan to use these on new projects. (IF... THEN... page 10)
- Researchers make choices about how their research will be organized, and they plan their notes accordingly. (IF... THEN... page 11)

| | |
|---|--|
| | <ul style="list-style-type: none"> ● Researchers share what they are learning in teams, taking notes on what they learn from each other just as they would take notes from books. (IF...THEN...) |
| <p>BEND III: Learning and thinking across countries: exploring similarities and differences to grow ideas.</p> <p>GOAL: Researchers will explore differences and similarities across countries to grow their ideas.</p> | <ul style="list-style-type: none"> ● Researchers do not just name similarities and differences when they compare and contrast. They think, talk, and write about why and how these might be significant. (IF...THEN... page 12) ● Researchers use compare-and-contrast observations to develop new theories and conclusions. (IF...THEN... page 12) ● Researchers often revisit their notes after they learn new things, use their new knowledge to draw conclusions and develop theories about information. (IF...THEN... page 13) |
| <p>BEND IV: Learning about countries and cultures through literature (Folktales and Fairy Tales)</p> <p>GOAL: Researchers will learn about countries and cultures by exploring its literature..</p> | <ul style="list-style-type: none"> ● Researchers will explore the similarities and differences between folktales, fairy tales, myths, legends, fables, and tall tales. (IF...THEN... page 14) ● Researchers draw upon nonfiction to help them think more deeply about fiction related to their topic. (IF...THEN... page 14) ● Researchers read stories with the lens of learning more about culture in addition to studying narrative elements. (IF...THEN... page 15) ● Researchers compare and contrast stories about cultures to learn more about these cultures. (IF...THEN... page 16) ● Researchers can learn about the values of a culture by studying the traits of characters in that culture's stories. (IF...THEN... page 17) ● Researchers celebrate their learning by teaching others all they have learned during a study. (IF...THEN... page 17) |
| Suggested Resources/Technology Tools | |
| Teachers College Reading and Writing Project Website | |
| <i>Learning Through Reading</i> | |

Modifications

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

| |
|--|
| Optional Writing Unit: If Time Allows |
| Once Upon a Time: Adapting and Writing Fairy Tales |
| Summary and Rationale |
| <p>Bend I introduces writers to fairy tales. Through various read alouds and mini-lessons, students will become familiar with the elements of fairy tale writing. The main journey for students in this bend will be adapt one of two fairy tales, (“Little Red Riding Hood” and “The Three Billy Goats Gruff” are suggested) making changes consistently throughout the story and focusing creating many small moments that will become scenes of the fairy tale.</p> <p>The second bend allows students to drive the process of creating a fairy tale more independently. Students will create another adaptation of a fairy tale. This time around, students will select their own choice of fairy tale to adapt and will revise and add in more dramatic elements, refrains, and figurative language, as they write.</p> <p>The third bend involves students creating an original fairy tale from their own imaginations. They will travel through the writing process rigorously. Students will add in troubles and morals into their story and will share their writing using a storyteller voice and make the magic of the fairy tale come to life.</p> |

| Recommended Pacing | |
|------------------------------|---|
| 6 Weeks | |
| Standards | |
| Reading: Literature | |
| 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 the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. |
| 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 |
| RL.3.6 | Distinguish their own point of view from that of the narrator or those of the characters. |
| RL.3.7 | Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). |
| RL.3.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed. |
| Reading: Informational Text | |
| Reading: Foundational Skills | |
| RF.3.4 | Read with sufficient accuracy and fluency to support comprehension. |
| Writing | |
| W.3.3 | Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. |
| W.3.4 | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |

| | |
|------------------------|---|
| W.3.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| W.3.6 | With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. |
| W.3.7 | Conduct short research projects that build knowledge about a topic. |
| W.3.8 | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. |
| W.3.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| Speaking and Listening | |
| SL.3.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. |
| 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. |
| 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. |
| SL.3.6 | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| Language | |
| L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| L.3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| L.3.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| L.3.4 | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. |
| L.3.5 | Demonstrate understanding of figurative language, word relationships and nuances in word meanings. |

| | |
|---|--|
| 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., <i>After dinner that night we went looking for them</i>). |
| Integration of Technology | |
| 8.1.5.A.1 | Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. |
| 8.1.5.A.2 | Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. |
| Instructional Focus | |
| Enduring Understandings: | Essential Questions: |
| <ul style="list-style-type: none"> Writers will become familiar with the elements of fairy tale writing and will adapt one of two fairy tales, making changes consistently throughout the story. Writers will adapt their choice of a fairytale independently through revision and by adding in more dramatic elements, refrains, and figurative language. Students will create a fairy tale more rigorously and will create their own version of a fairy tale. Students will share their writing using a storyteller voice and make the magic of the fairy tale come to life. | <ul style="list-style-type: none"> What are the elements of a fairy tale? Why must changes in an adaptation be consistent? What effect does figurative language have on the story? What are refrains and how do they affect the story? How can writers bring out the magic of a fairy tale? |
| Evidence of Learning (Assessments) | |
| Unit Common Assessment: POST ASSESSMENT <ul style="list-style-type: none"> https://docs.google.com/document/d/1WGb4FlaXq-6_Ak76cTSYFK2CGXCoSV-HOYCDJ8Zss2w/edit <ul style="list-style-type: none"> Use Grade 3 Rubric (<u>Grade only Overall, Transitions, Elaboration, Craft, Spelling, Punctuation</u>) https://drive.google.com/file/d/0B9V_jdXMLmorYjdYYkNFZIBiOEE/view?usp=sharing <p>Checklists</p> <ul style="list-style-type: none"> <u>Grade 3</u> <u>Grade 3 Illustrated</u> <p>Writing:</p> <ul style="list-style-type: none"> TCRWP Writing Rubrics and Student Editing Samples | |

- TCRWP Editing Checklists

Objectives (SLO)

Grammar Focus

- Punctuation- L.3.2c – Use commas and quotation marks in dialogue
- Revisit adjectives:
 - Explain the function of [adjectives] in general and their function in particular sentences (L.3.1a)
 - Form/use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.(L.3.1g)
- Revisit verbs:
 - Form/use regular and irregular verbs (*e.g., I walked; I walk; I will walk*) (L.3.1d)
 - Form/use simple verb tenses (L.3.1e)

The grade-level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, students may need additional grammar instruction based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.

Students will know: (GOAL)

Students will be able to: (TEACHING POINT)

BEND I: Writing in the Footsteps of the Classics

Goal: Writers will become familiar with the elements of fairy tale writing and will adapt one of two fairy tales, making changes consistently throughout the story.

Suggestions for Differentiation

Conferring/Small Group Instruction

(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)

- Use notes as a tool for thinking. (Session 1)
- Wrestle with cohesion and story structure. (Session 2)
- Coach children to use drama for writing. (Session 3)

- Writers will get inspiration to write by studying several versions of a classic fairy tale and will explore why the authors wrote these versions. (Session 1: Mini-Lesson)
- Writers will adapt one of two fairy tales in meaningful ways and when they make changes, they must make changes consistently throughout the story. (Session 2: Mini_Lesson)
- Writers will story-tell or act out their stories to help plan and write their drafts. (Session 3: Mini-Lesson)
- Writers can rehearse for writing by acting out their stories part by part. (Session 4: Mini-Lesson)
- Writers will use narration through their fairy tale in order to create a setting, tie the story together, and create a moral or ending. (Session 5: Mini-Lesson)
- Writers will check their work and plan for future writing. (Session 6: Mini-Lesson)

| | |
|---|---|
| <ul style="list-style-type: none"> - Teach the balance of narration, description, and dialogue. (Session 4) - Encourage students to take on challenging work. (Session 5) - Help writers set personal goals. (Session 6) | |
| <p>BEND II: Follow the Path: Adapting Fairy Tales with Independence</p> <p>Goal: Writers will adapt their choice of a fairytale independently through revision and by adding in more dramatic elements and figurative language.</p> <hr/> <p><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> - Use your input to encourage student ownership. (Session 7) - Support the transition from rehearsal to writing. (Session 8) - Support children in writing new drafts. (Session 9) - Support children who struggle with adding action. (Session 10) - Revise for specific vocabulary. (Session 11) - Help writers construct complex sentences. (Session 12) | <ul style="list-style-type: none"> ● Writers will help each other to plan their stories and their writing process. (Session 7: Mini-Lesson) ● Writers will make their stories sound like true fairy tales by adding refrains and special language. (Session 8: Mini-Lesson) ● Writers make significant revisions in their drafts as they work using other authors' writings to support them. (Session 9: Mini-Lesson) ● Writers will balance their writing by using a mix of dialogue and character actions. (Session 10: Mini-Lesson) ● Writers will use figurative language in their fairy tales to paint a picture for their readers. (Session 11: Mini-Lesson) ● Writers will read their fairy tales out loud so smooth out choppy parts and simplify long parts. (Session 12: Mini-Lesson) |
| <p>BEND III: Blazing Trails: Writing Original Fairy Tales</p> <p>Goal: Students will create a fairy tale more rigorously and will create their own version of a fairy tale. Students will share their writing and make the magic of the fairy tale come to life.</p> <hr/> <p><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> | <ul style="list-style-type: none"> ● Writers will write fairy tales that include specific characters, motivations, troubles, and resolutions. (Session 13: Mini-Lesson) ● Writers will examine their own work by reflecting on processes and strategies that were successful for them and which didn't work for them to support their current piece. (Session 14: Mini-Lesson) ● Writers will build a character's actions in a fairy tale around important or magical objects. (Session 15: Mini-Lesson) ● Writers will elaborate on their draft by balancing telling and showing sentences. (Session 16: Mini-Lesson) |

- Support writers as they grow ideas into plans through conversation. (Session 13)
- Teach how small objects affect the story in big ways. (Session 15)
- Tailor your conferring along the learning progression. (Session 16)
- Teach students at each end of the spectrum. (Session 17)
- Support students who struggle with creating paragraphs. (Session 18)

- Writers will revise their fairy tales, making sure that the element of magic is embedded in the story and connects to the heart of the story. (Session 17:Mini-Lesson)
- Writers show their readers how the piece should be reading by varying the pace of the the story events. (Session 18: Mini-Lesson)
- Writers reread their stories to find broken patterns of good writing and edit these parts. (Session 19: Mini-Lesson)
- Writers will form storytelling circles and share their fairy tales with younger students and bring them to life. (Session 20: Mini-Lesson)

Suggested Resources/Technology Tools

[Correlations to the Common Core State Standards](#)

Anchor Charts

Ways Authors Adapt Fairy Tales

[Color](#) / [B&W](#)

How to Write a Fairy Tale Adaptation

[Color](#) / [B&W](#)

Session 1

[A Selection of Recommended Titles](#)

[The Three Billy Goats Gruff \(Norwegian version\)](#)

[Cinderella; or, The Little Glass Slipper, by Charles Perrault](#)

[Little Red Cap, by Jacob and Wilhelm Grimm](#)

[Adaptation: Cinderella, by Maggie Beattie Roberts](#)

[Adaptation: Winderella, by Shana Frazin](#)

[Chart: Prompts to Support Thinking and Talking About Authors' Decisions](#)

[FIG. 1-2 Jasmine's notebook entry](#)

[FIG. 1-3 Harry's notebook entry](#)

Session 2

[Chart: If I Change...](#)

[FIG. 2-1 Ella's notebook entry](#)

[FIG. 2-2 Jackson's notebook entry](#)

[FIG. 2-3 Cora's notebook entry](#)

Session 3

[FIG. 3-1 Sam's first draft of scene 1](#)

Session 4

[FIG. 4-1 Sam's revised draft of scene 1](#)

[FIG. 4-2 Jackson's scene-planning booklet](#)

Session 5

[FIG. 5-1 Jackson's narration at the start of his story](#)

[FIG. 5-3 Simone's narration at the start of her story](#)

[FIG. 5-4 Piper's narration at the start of her story](#)

[FIG. 5-5 Simone's ending](#)

[FIG. 5-6 Piper's ending](#)

Session 6

[Narrative Writing Checklist, Grades 3 and 4](#)

[FIG. 6-1 Simone's final piece](#)

Session 7

[Planning Chart: How to Write a Fairy Tale Adaptation](#)

[Chart: Ways Authors Adapt Fairy Tales](#)

[Anchor chart: Ways Authors Adapt Fairy Tales](#)

[FIG. 7-1 Cora's writing goals and plans](#)

[FIG. 7-2 Andrew's notebook entry](#)

[FIG. 7-3 Maggie's notebook entry](#)

Session 8

[Planning Chart: How to Write a Fairy Tale Adaptation](#)

[Ben's Retelling of "The Three Little Pigs", Showing dramatization](#)

[Ben's Retelling of "The Three Little Pigs", Using transitions to stitch scenes together](#)

[Ben's Retelling of "The Three Little Pigs", Fairy tales and descriptive language](#)

[Ben's Retelling of "The Three Little Pigs", Storytelling, bit-by-bit](#)

[FIG. 8-1 Shane's story planning booklet](#)

[FIG. 8-2 Zander's story planning booklet](#)

Session 9

[FIG. 9-1 Piper's draft](#)

[FIG. 9-2 Jackson's draft](#)

[FIG. 9-3 Ella's refrain](#)

[FIG. 9-4 Maggie's refrain](#)

[FIG. 9-5 Zander's refrain](#)

Session 11

[Chart: Language Paints a Beautiful Picture](#)

[Chart: How to Write a Fairy Tale Adaptation](#)

[Anchor chart: How to Write a Fairy Tale Adaptation](#)

[FIG. 11-3 Andrew's spelling work](#)

[FIG. 11-4 Ella's spelling work](#)

[FIG. 11-5 Sophia's spelling work](#)

Session 12

[FIG. 12-1 Shane's draft](#)

[FIG. 12-2 Sam's powerful edits](#)
[FIG. 12-3 Shelly's powerful edits](#)

Session 15

[FIG. 15-1 Sophia's draft](#)

Session 16

[FIG. 16-1 Andrew's description](#)
[FIG. 16-2 Cora's description](#)
[FIG. 16-3 Maggie's draft](#)

Session 17

[Chart: Magic Comes in Many Forms](#)
[FIG. 17-2 Elizabeth's magical beginning and magical ending](#)

Session 18

[FIG. 18-1 Lainie's revised draft](#)

Session 20

[FIG. 20-1 Simone's final piece](#)
[FIG. 20-2 Rocio's final piece](#)
[FIG. 20-3 Zander's final piece](#)
[FIG. 20-4 Andrew's final piece](#)
[FIG. 20-5 Cora's final piece](#)

Modifications

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.

[Career Readiness, Life Literacies, and Key Skills Practices \(June 2020\)](#)

- Act as a responsible and contributing community members and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence