

BENWAY SCHOOL

Reading Curriculum

Grade 3



Benway School**Content Area:** Reading**Grade Level:** 3

New Jersey Student Learning Standards	Progress Indicator
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.3.1
Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.	RL.3.2
Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.	RL.3.3
Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RL.3.4
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.3.5
Distinguish their own point of view from that of the narrator or those of the characters.	RL.3.6
Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	RL.3.7
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.3.9
By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.	RL.3.10
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.3.1
Determine the main idea of a text; recount the key details and explain how they support the main idea.	RI.3.2
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.3.3
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.3.4

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	RI.3.5
Distinguish their own point of view from that of the author of a text.	RI.3.6
Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	RI.3.7
Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.	RI.3.8
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.3.9
By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	RI.3.10
Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Identify and know the meaning of the most common prefixes and derivational suffixes. B. Decode words with common Latin suffixes. C. Decode multisyllable words. D. Read grade-appropriate irregularly spelled words.	RF.3.3
Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.3.4
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.3.1
Conduct short research projects that build knowledge about a topic.	W.3.7

<p>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.</p> <ul style="list-style-type: none"> A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. D. Explain their own ideas and understanding in light of the discussion. 	SL.3.1
<p>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.</p>	SL.3.2
<p>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	SL.3.3
<p>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.</p>	SL.3.4
<p>Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	SL.3.5
<p>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	SL.3.6
<p>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.</p> <ul style="list-style-type: none"> A. Use sentence-level context as a clue to the meaning of a word or phrase. B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>). D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 	L.3.4
<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). 	L.3.5

B. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).	
C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).	
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>).	L.3.6
New Jersey Student Learning Standards Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.	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
Use a graphic organizer to organize information about problem or issue	8.1.5.A.3
Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.	8.1.5.B.1
Understand the need for and use of copyrights.	8.1.5.D.1
Analyze the resource citations in online materials for proper use.	8.1.5.D.2
Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.	8.1.5.D.3
Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.	8.1.5.E.1
New Jersey Student Learning Standards 21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Describe how valuable items might be damaged or lost and ways to protect them.	9.1.4.G.1
Identify various life roles and civic and work-related activities in the school, home, and community.	9.2.4.A.2
Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	9.2.4.A.4
Career Ready Practices	Indicator

Act as a responsible and contributing citizen and employee.	CRP1
Apply appropriate academic and technical skills.	CRP2
Communicate clearly and effectively and with reason.	CRP4
Demonstrate creativity and innovation.	CRP6
Employ valid and reliable research strategies.	CRP7
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12

Third Grade: Reading Unit 1
Building a Reading Life
September-October (6-8 weeks)

Essential Questions: <ul style="list-style-type: none"> ● How can our reading lives change? ● How do readers grow big ideas about books? ● Do all authors of a particular genre write for the same reason? ● How do readers have conversations about what they read? 		Enduring Understandings: <ul style="list-style-type: none"> ● Readers make a reading life. ● Readers work to understand the story. ● Readers work to tackle more challenging texts. ● Readers discuss their books with partners and refer to specific parts of the text. 		
1: Students will make plans to set themselves up for the best possible reading lives, and then they put those plans into action.	2: Students will choose to read like curmudgeons, cranky and bored, or choose to read as if books are gold.	3: Students will choose books that are just right for them and monitor as they read, so they can spend their time reading lots of books with accuracy and comprehension.	4: Students will set clear reading goals and track their progress toward those goals.	5: Students will draw on their reading interests to create systems for finding and sharing books within a community of readers.
6: Students will develop partnerships that support their reading.	7: Students will give themselves comprehension checks as they read by asking themselves questions to make sure they understand what is going on in their books.	8: Students will ask themselves, “What mind-work does this text make me want to do?” Sometimes, as they read, they will need to make movies in their mind, and other times, they will need to collect information.	9: Students will draw on many elements to come up with predictions about the stories they read, and as they continue to read, reexamine their predictions in light of new information.	10: Students will 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 by drawing on specifics from the story and including details in their predictions.
11: Students will retell books as a way to lay the	12: Students will discuss their books with others	13: Students will understand that from	14: Students will utilize a repertoire of strategies	15: Students will figure out the definitions of

story out for others so it can be a topic for discussion, and for themselves so they can think it over.	to improve their reading skills.	being a good reader to a great reader, it takes grit.	to figure out the meaning of hard words, trying one and then another until they figure it out.	hard words by using textual clues.
16: Students will utilize contextual clues to make sense of figurative language.	17: Students will notice when a text prompts them to ask questions, and mull these over, often revisiting earlier parts of the text and rethinking, to come up with possible answers.	18: Students will gather information from their texts to understand the author’s purpose.	19: Students will write to make sense of and remember experiences by creating two pieces of writing—one to hold onto their memories of a cherished book and another to hold onto the memories of their learning.	

Additional Teaching Points: *Can be taught in Mini-lessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary Lessons*

- Immersion Week Activities: Pre-assessment, goal setting, read aloud mentor texts, shared reading
- FAR Week Activities: Post-assessment, quick publish, celebration, reflection, reteach/extend
 - Celebration: Pair students up to recommend a book to one another using the “Recommending a Book” outline. *Attached in the Teacher Resources section.
- Set routines and expectations of the workshop.
 - Readers build reading lives by reflecting on our positive and negative experiences as readers to change our reading lives for the better.
 - Readers make New School Year’s resolutions by saying, “From today on, I’m going to…”
 - Readers take charge of their reading lives by making the best choices for themselves and building strong reading habits-- they pick places to read that keep them focused, they have books on deck ready to go, they put down books that are too tricky, and they make sure all they are reading makes sense.
 - Readers use the workshop time to both learn and practice all they can about reading. They consider the mini-lesson an important tool in their reading toolbox, they use conferences to help them grow, and they share important thinking with their partners.

- Readers not only share with their partners, they listen to their partners as well, asking questions and supporting their partner’s reading thinking by asking, “What makes you think that? Or I’m confused, could you explain that again?”
- Readers are able to select “just-right” books that are meaningful to them.
 - Readers select just-right books by using the “Five Finger Rule”. *Chart listed in the Teacher Resources section
 - Readers always have a stack of just-right books in their book baggies. We use systems such as interest and level in order to carefully select these books.
 - Readers know a book is not right for them when they realize they cannot picture the story in their minds. Even after rereading, the story just makes no sense, and this is a book to put on the shelf for a later day.
 - Readers think about what they love to do and learn and find books to match that.
 - Readers talk to other readers for book suggestions that they may add to their stacks.
- Readers choose books they can read with understanding by reading with accuracy, fluency and expression.
 - When readers become confused when reading, the flow of our mental movie is broken. We either reread or continue reading, filling in the missing details in order to make sense of our confusion.
 - Readers change their speed as they read—sometimes they read fast, strong, and long so they can understand what they are reading by paying attention to the stamina reading goal.
 - Readers match their voice to their characters, showing a character’s emotions in their voices.
 - When readers get to a tricky word, and all readers do, they do lots to solve it. They may chunk it and put it back together, reread the sentence to see if it fits, think about the rest of the book to see what would make sense there, or think of other words that can help solve that word.
- Readers discuss their books with partners and refer to specific parts of the text.
 - Readers retell our books (up to the part we’re reading) to share it with others and to help process what we’re reading using “Somebody, Wanted, But, So, Then” (SWBST) *Chart listed in Teacher Resources section.
 - Readers discuss meaningful books we have read with others. We share what the book is about, what types of readers would be interested in it, and why the book is special to us. *Chart listed in Teacher Resources section.
 - Readers create friendships with other readers by getting to know one another as readers. We pay attention to each other’s reading interests, reading histories, and reading hopes, in order to help one another succeed in our reading lives.

Key Vocabulary Words

Comprehension, conflict, fluency, genre, resolution

Evidence of Learning

Additional Suggested Assessments:

- Individual and small group conferences/conferring notes
- Running Records
- Writing about reading
- Classroom participation
- Individual and group activities
- Formal and informal assessments
- Performance-based assessments

Instructional Materials:

- Units of Study
- Classroom leveled library
- Chart paper
- Smartboard
- Laptops

Demonstration Texts:

- Stone Fox by John Reynolds Gardiner
- Each Kindness by Jacqueline Woodson

Suggested Texts

- Cam Jansen and the Mystery of the Stolen Diamonds by David A. Adler
- Tales of a Fourth Grade Nothing by Judy Blume
- Shoeshine Girl by Clyde Robert Bulla
- Ramona the Pest by Beverly Cleary
- Donovan's Word Jar by Monalisa DeGross
- How to Be Cool in the Third Grade by Betsy Duffey
- The Hundred Dresses by Eleanor Estes
- Sarah, Plain and Tall by Patricia MacLachlan
- Judy Moody Gets Famous! by Megan McDonald

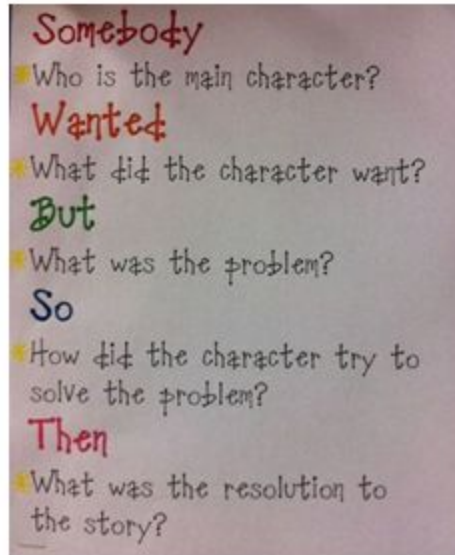
- Stink: The Incredible Shrinking Kid by Megan McDonald
- Junie B. Jones and the Stupid Smelly Bus by Barbara Park
- Gooseberry Park by Cynthia Rylant

Teacher Resources:

- [Heinemann Online Resources Login](#)
- [Google Drive of Literacy Resources](#)
- [TC Benchmark Reading Levels](#)
- NJSLS breakdown by lesson: See N Drive



Five Finger Rule



*Retelling/Summarizing Anchor Chart



Partner Talk

Recommending a Book

The book I want to recommend is....
(title, author & illustrator)

The story is about ...*(characters)*.....

Who...*(tell the problem)*....

Many things happen to *(character(s))* in this story like.... *(tell 3 events)*...

Here is a part I would like to share with you because.... *(read aloud a part of the book)*

I would recommend this book because...
(give 2 reasons)

Third Grade: Reading Unit 2

Character Studies

October-December (6-8 weeks)

Essential Questions: <ul style="list-style-type: none">● How do readers walk in other character’s shoes?● How can we revise our theories about texts?● Would books be different if authors selected different techniques?● How do readers grow and learn lessons alongside the characters in the books they read?● Are books with different titles and authors still similar?		Enduring Understandings: <ul style="list-style-type: none">● Readers create a schedule for how book clubs work.● Readers get to know a character as a friend.● Readers follow a character's journey.● Readers create ideas about characters based on what they say, do, think, and feel.● Readers pay attention to characters’ big challenges and how they overcome these challenges.● Readers compare and contrast characters across books.		
1: Students will get to know the main character in the same way that they get to know a new friend, noticing how the character talks and acts.	2: Students will study their observations on a new character and think, “What kind of person is this?”	3: Students will notice patterns in a character’s actions and feelings, and use those patterns to develop a theory about the character.	4: Students will deepen their theories by asking, “Why might the character be this way?” and then think, “My bigger idea about the character is that...”	5: Students will utilize their knowledge of a character to predict.
6: Students will study their writing about reading, analyze their work, and set new reading goals.	7: Students will understand how characters fit into the shape of a story by moving across a story in predictable ways.	8: Students will notice what problems characters face and also how they react to these.	9: Students will pay close attention to the roles that secondary characters play in the main character’s journey and ask, “Why did the author put this guy into the story?”	10: Students will investigate, “Why might authors include illustrations?” and “What do pictures contribute or add to stories?”
11: Students will notice when the character is tested, how he reacts,	12: Students will notice how characters draw on traits and internal	13: Students will determine the lessons readers learn as a story	14: Students will examine how the parts of a story go together,	15: Students will think comparatively across books that go together in

and the choices he makes that set him in a new direction, and reflect on the significance of this moment to his journey.	resources they have had all along to resolve their problems.	nears the end and a character resolves her problems.	noticing what particular parts do, as well as how parts connect.	some way by thinking about how the main characters are similar/different, the ways they behave, the things they say, and what they care about.
16: Students will compare characters in two books by noticing and naming the kinds of problems each one has, and the ways in which they react to these.	17: Students will develop debatable ideas about characters across books by exploring a big question with no one “right” answer and supporting their mini-arguments with evidence.	18: Students will draw comparisons across books by studying the lessons characters learn from the problems they encounter.	19: Students will work with their book clubs to develop text set booklists to be displayed within the school community.	

Additional Teaching Points: *Can be taught in Mini-lessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary Lessons*

- Immersion Week Activities: Pre-assessment, goal setting, read aloud mentor texts, shared reading
- FAR Week Activities: Post-assessment, quick publish, celebration, reflection, reteach/extend
 - Celebration: Have the students create a character trait map. *Outline can be found in the additional resources.
- Readers create a schedule for how books clubs will work. *Anchor Chart in Teacher Resources Section
 - Readers will take responsibility for their own literacy learning by choosing what to read and establishing their own schedule for reading and discussing books.
 - Readers will set ground rules for interacting in Book Clubs by brainstorming rules and writing them on chart paper so that they can be posted in the classroom.
 - Readers prepare for book clubs by jotting down what ideas or issues they want to discuss with their fellow readers.
 - Readers make sure they build on one another’s ideas and add to each other’s thinking by going back to the book for evidence, sharing another thought on the same topic, and comparing it to other parts they read.
 - Book clubs gather all the tools they will need to keep their book club running-- sticky notes, reading notebooks, etc.

- Readers create ideas about characters based on what they say, do, think, feel... **Introducing Post-its at this point can create accountability for your students' reading comprehension. It can also assist them in recalling important information that they have previously read or inferences that they have made.*
 - Readers become the characters in the stories we read by making inferences based on their thoughts, feelings, actions, and words.
 - Readers analyze the actions of characters to understand them better as people. After a character does something, we question why they did it.
 - Readers keep Post-its about their characters, as they read and “talk off” their Post-its with their reading partners.
 - Readers record observations on a two-part Post-it about the surprising or important action of a character and what that teaches about him or her.
 - Readers make inferences about characters based on their dialogue by paying attention to the way in which characters do and say things, and ask, “What does that teach me about the character?” *Anchor Chart in Teacher Resources Section
 - Readers read the dialogue between characters with feeling, and ask, “What does that teach me about the character?” “What words did the character choose?” “What was his/her tone of voice?” “Were there any emotional cues?”
- Readers compare characters within and across books.
 - Readers notice how characters are starting to change and what is causing the change.
 - Readers notice how characters interact with other characters.
 - Record observations on how a character acts when around another character.
 - Readers think about how characters in one book are the same and different, and the lessons they can learn from each of those characters.
 - Readers also compare characters from one book to another, thinking about the lessons they learn from different books.
- Readers pay attention to characters' big challenges and how they overcome these challenges.
 - Readers notice characters are dealing with the problem.
 - Readers record observations on how a character acts when he or she is in trouble.
 - When readers come to a part of the story that makes our hearts race, we recognize that this is a turning point in the story and our characters will face a test.
 - Readers think about and discuss ways that a character might solve problems in his life. In doing so, we often add to our list of character traits about the person by realizing what he/she might need in order to solve the problem(s).
 - At the end of a story, readers analyze how a character resolves a problem. We think about the lesson that he/she learned and how it applies to our own lives.

Key Vocabulary Words

Empathy, sympathy

Evidence of Learning

Additional Suggested Assessments:

- Individual and small group conferences/conferring notes
- Running Records
- Writing about reading
- Classroom participation
- Individual and group activities
- Formal and informal assessments
- Performance-based assessments

Instructional Materials:

- Units of Study
- Classroom leveled library
- Chart paper
- Smartboard
- Laptops

Demonstration Texts:

- Demonstration Texts Because of Winn-Dixie by Kate DiCamillo
- Peter's Chair by Ezra Jack Keats
- Make Way for Dyamonde Daniel by Nickki Grimes

Suggested Texts

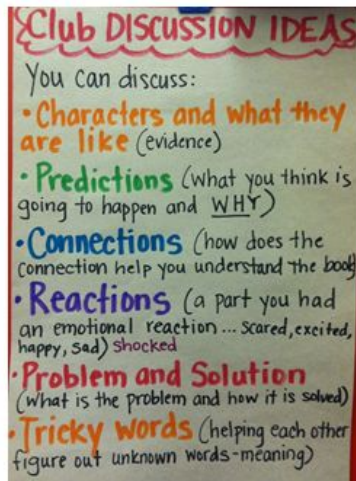
- My Name is Maria Isabel series by Alma Flor Ada
- Ivy & Bean series by Annie Barrows
- Amber Brown series by Paula Danziger
- The Hundred Dresses by Eleanor Estes
- Sable by Karen Hesse

- Horrible Harry series by Suzy Kline
- Judy Moody series by Megan McDonald
- Dragon Slayers' Academy series by Kate McMullan
- Clementine series by Sara Pennypacker
- Geronimo Stilton series by Geronimo Stilton

Teacher Resources:

- [Heinemann Online Resources Login](#)
- [Google Drive of Literacy Resources](#)
- [TC Benchmark Reading Levels](#)
- NJSLS breakdown by lesson: See N Drive

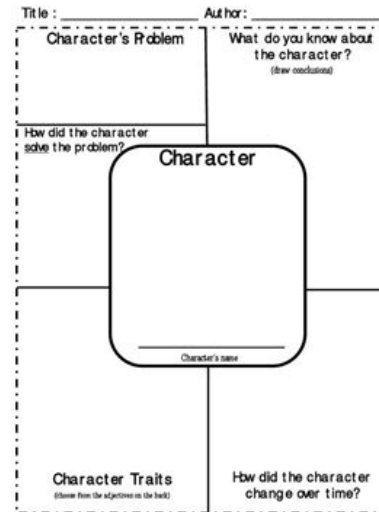
*Book Club Discussion Stems



*Inferences



*Character Trait Map



Third Grade: Reading Unit 3
Reading to Learn: Grasping Main Ideas and Text Structures
Unit 3: December-February

Essential Questions:

- Are all nonfiction texts organized the same way?
- Is everything included in nonfiction always completely factual?
- How do readers use key details to summarize a text?
- How do I use details and examples in the text to support my inferences?
- Should we read all nonfiction texts the same way?

Enduring Understandings:

- Readers make a plan for how they will use each book or article.
- Readers take notes about what they are learning that answer their questions.
- Readers remember to focus on main ideas and how the details connect to the main idea.
- Readers determine importance in expository texts.
- Readers lift the level of thinking about expository texts.
- Readers compare information from different books and articles with a partner.
- Readers synthesize and grow ideas in narrative nonfiction.

1: Students will prepare to read nonfiction by previewing it, identifying the parts, and thinking about how the book seems like it will go.	2: Students will pause along the way to summarize important information, so that they take in and remember what they read.	3: Students will take in more as they organize information into categories as they read.	4: Students will teach others what they've learned from their nonfiction texts, paying close attention to the main ideas and supporting details.	5: Students will draft and revise a main idea.
6: Students will analyze their own reading skills, reflecting on what they do well and what they could improve upon.	7: Students will read nonfiction to learn, monitoring for significance, and working to find something of interest in the text.	8: Students will gather their thoughts and prepare as they read when they know they will be discussing a text.	9: Students will separate their perspective on a topic from the perspective of the texts they are reading.	10: Students will shift from a focus on reading and thinking about expository texts to a focus on reading and thinking about narrative nonfiction texts.
11: Students will practice different ways	12: Students will recognize the important	13: Students will self-monitor striking a	14: Students will read narrative nonfiction with	15: Students will seek out unifying ideas

of reading for different text structures, noticing the type of structure a nonfiction text follows, and using this information to help them organize their understanding of the text.	details that contribute to the overarching storyline and learn how to synthesize secondary details and storylines into the larger story.	balance between reading fluently and stopping to regain meaning when encountering unfamiliar vocabulary.	different lenses to understand the story and learn information.	behind the texts they read.
16: Students will use what they know about understanding fictional characters when they are reading narrative nonfiction.	17: Students will use authors' signals to shift between using narrative and expository strategies.	18: Students will study their own work and self-assess.	19: Students will create monuments to their nonfiction reading lives, helping them to create a physical manifestation of their learning.	

Additional Teaching Points: *Can be taught in Mini-lessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary Lessons*

- Immersion Week Activities: Pre-assessment, goal setting, read aloud mentor texts, shared reading
- FAR Week Activities: Post-assessment, quick publish, celebration, reflection, reteach/extend
 - Celebration: Readers will share your new findings with your class through a teaching poster or PowerPoint presentation.
- Readers remember to focus on main ideas and how the details connect to the main idea.
 - Readers prepare to read nonfiction by previewing a text, identifying the parts, and thinking about how the book seems like it will go.
 - Readers notice what the author highlights in bold, and the text features he or she chooses when you first turn to a page such as titles, subtitles, photos, captions, and charts.
 - Readers get ready to read nonfiction by read the title and subtitles, looking over chunks of the text, and thinking, “I think this book is mostly about...and then it was also tell...”
 - Readers will notice features to help them get ready to take in the new information on the page, thinking “What’s this page (or two-page spread, or chapter) likely to be about? What do I know about this topic already?” In doing so, we will take a stab at the main idea before they even begin reading the words.
 - Readers ask themselves what the text is mostly about. To figure out the main idea, we will see if there is a pop out sentence that captures it. They know that they can say the main idea in more than just a word and are careful to name the

- main idea of most of the text. They can also choose important supporting details (or points) that go with the main idea.
- Readers will be able to recognize that expository texts follow a “boxes-and-bullets” structure. The “box” is the main idea, and the “bullets” are the details.
 - Readers know that they need to revise their main idea by thinking: “I was right about the topic of these two pages—it is about _____—but I was wrong about the main idea. The main idea actually tells about how _____.”, or vice versa.
 - Readers learn new vocabulary and speak like an expert.
 - Readers look to the text features on the page such as illustrations to help determine the meaning of these new content-specific vocabulary words.
 - Readers notice where in the context of the word the definition is likely to appear. Readers know that many writers define the word in the same sentence that the word appears, or something in another sentence that is found close by.
 - Readers know that authors also define words in by using a synonym in the same sentence that you find the word.
 - Readers know that the definition can come in a sentence before the word.
 - Readers compare information from different books and articles with a partner. ** Readers will ideally be in same-book partnerships, or at least similar-topic partnerships. This can be done by giving a survey on topics or creating a list of interests of the students this way they can individually meet with one another.*
 - Readers can identify narrative nonfiction texts as being true stories and know to read it like a story..
 - Readers will use phrases to talk, such as: “This heading says _____, so I think this page is mostly about _____,” or “I looked at this (picture/caption/graph) and saw _____, and this (picture/caption/graph) and saw _____. If I put them together, I think these pages will be about _____.”
 - Readers to scan across the page and point to/circle the aspects they are paying close attention to with a finger.
 - Readers learn to think and talk about the texts they are reading. In the beginning, they may begin with reactions like “Weird!” or “Cool!” or “I never knew that _____.”
 - Reading partners should give one another feedback and adjust or revise what the first partner said. It might sound like this: “But look at this (picture/caption/graph) where I see _____. So now I’m thinking that maybe _____.”
 - Readers can paraphrase what their partners are saying by using phrases like, “So what you’re saying is...”
 - Readers take notes about what they are learning that answer their questions.
 - Readers to ask themselves, “What is the one big thing that this text is teaching and how do all the other details connect with this?” The students will look back at their boxes and bullets chart with their main idea and details and make sure that all of the details relate to and support the main idea.
 - Readers read the first sentence of a paragraph and ask, “What is this saying?” and then to read on, sentence by sentence,

asking, “How does this fit with what’s been said so far? And this?” To find the main idea, readers need to take the sentences they’ve read and say what they learned in one short statement, not a question.

- Readers read across a book and look across the main ideas of chunks or sections, asking, “How does this all fit together?”

Key Vocabulary Words

Context clues, expository nonfiction, key details, main idea, table of contents, text features (heading, subheading, title, diagram, illustration, photograph, captions), topic

Evidence of Learning

Additional Suggested Assessments:

- Individual and small group conferences/conferring notes
- Running Records
- Writing about reading
- Classroom participation
- Individual and group activities
- Formal and informal assessments
- Performance-based assessments

Instructional Materials:

- Units of Study
- Classroom leveled library
- Chart paper
- Smartboard
- Laptops

Demonstration Texts:

- Gorillas (Living in the Wild: Primates) by Lori McManus
- The Weird and Wonderful Octopus by Lucy Calkins and Kathleen Tolan
- Frogs and Toads by Bobbie Kalman
- Biography of Ezra Jack Keats from the University of Southern Mississippi
- The Story of Ruby Bridges by Robert Coles

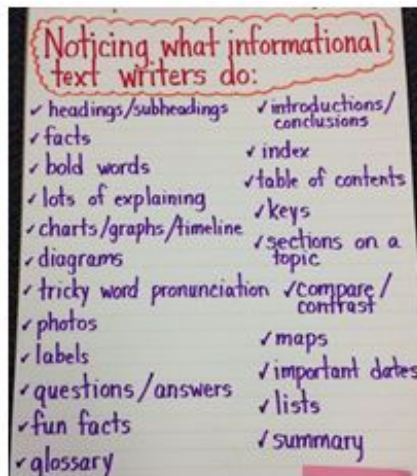
- Cactus Hotel by Brenda Z. Guiberson
- George Washington's Breakfast by Jean Fritz

Read-Aloud Texts

- Gorillas (Living in the Wild: Primates) by Lori McManus
- Frogs and Toads by Bobbie Kalman

Teacher Resources:

- [Heinemann Online Resources Login](#)
- [Google Drive of Literacy Resources](#)
- [TC Benchmark Reading Levels](#)
- NJSLS breakdown by lesson: See N Drive



Third Grade: Reading Unit 4
Folktales, Fables, and Myths
February-April (6-8 weeks)

<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do readers recognize patterns in folk tales, fables, and myths? ● How do readers recognize the lessons that these texts convey? ● How do readers look at these texts with a critical eye? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Readers notice the characteristics that are similar and different between different genres. ● Readers pay attention and keep track of the characters and what the characters are learning across stories. ● Readers ask themselves questions and consider whether they “buy” the lesson presented in the text.
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**Bend One:*

1: Students will identify that myths sometimes describe how things came to be. We read myths, thinking, “Could this story be explaining how a creature or a natural occurrence, like the seasons, came to be?”	2: Students will identify myths as a kind of story that are cautionary tales in which a character is punished for a trait or an action that displeases the gods. The moral of these stories is “Be careful” and “Don’t do this!”	3: Students will identify the lesson in a myth by understanding that myths reward characters with good traits and punish those with bad ones.	4: Students will compare and contrast myths by writing a reading response. Readers say, “These two myths are the same in some important ways,” or, “These two myths are different in important ways.”	5: Students will understand that folktales are stories verbally passed down in a specific culture, and that similarly to myths, folktales sometimes explain how things came to be.
6: Students will identify the strong life lessons in folk tales.	7: Students will compare and contrast folk tales by writing a reading response. Readers say, “These two folk tales are the same in some important ways,” or “These two folk tales	8: Students will analyze the lessons taught by animals in fables.	9: Students will analyze the idioms presented in fables.	10: Students will compare and contrast the theme, setting, or plot of stories written by the same author or about the same or similar characters.

	are different in some important ways.”			
<i>*Bend Two: Infusing Test Taking Strategies</i>				
11: Students will utilize context clues to learn the meaning of tricky words in folk tales.	12: Students will think deeply about the characters in folk tales by thinking of character traits to describe them. Then, they support these ideas with evidence.	13: Students will reflect on the events that happen in the story. These are “go back and find it” questions that readers return to the text to answer	14: Students will think deeply about the theme/lesson/central message the author is trying to teach the world.	15: Students will study illustrations to understand more about the story.
16: Students will analyze how the illustration helps the reader understand the character’s actions in two folk tales through a written response.	17: Students will celebrate their favorite folktales, fables, and myths.			
<p>Additional Teaching Points: <i>Can be taught in Mini-lessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary Lessons</i></p> <ul style="list-style-type: none"> ● Immersion Week Activities: Pre-assessment, goal setting, read aloud mentor texts, shared reading ● FAR Week Activities: Post-assessment, quick publish, celebration, reflection, reteach/extend ● Readers notice the characteristics that are similar and different between different genres. <ul style="list-style-type: none"> ○ Readers use our knowledge of how stories tend to go to help us read folktales/fables/myths. We think about characters, setting, problems, and solutions. ○ Readers use their knowledge of the story elements to summarize their texts. ● Readers look for patterns when we read these texts. We try to find those things that happen again and again in the stories that make each story similar to one another. ● Readers know that these texts involve magic. We identify the magical elements and know that these elements usually play into the problem and solution. ● Readers know that folktales tend to include animals who talk and think. We think of these animals like all other characters that are human. 				

- Readers pay attention and keep track of the characters and what the characters are learning across stories.
 - Readers know that stories teach lessons. We can learn side by side with our characters imagining how we might live our lives differently because of what we have learned, as well as the character.
 - Readers know that lessons taught by folk tales, fables, and myths have similarities. We can categorize them as: good triumphs over evil and/or selfish or lazy characters learn lessons.
 - Readers know how to identify lessons in stories. We read the endings carefully to see if it is stated or if we have to infer the lesson on our own by asking, “What is the character trying to teach me?” or “What lesson did the character learn?”
 - Readers group stories according to the lesson they teach. We think about how these stories are alike and how they are different in their approach to teaching the lesson itself.
- Readers ask themselves questions and consider whether they “buy” the lesson presented.
 - Readers read texts closely and think about the perspective of how and by who the story is being told,
 - Readers think about: “Whose perspective is this story being told from?” and “Whose voice is silent in the story?”
 - Readers are critical when we read. We think about the lesson that we think the author was trying to teach and wonder, “Do I buy it?” or “Was that the best way to teach the lesson?” or “Was that a lesson worth teaching?”

Key Vocabulary Words

Fable, folktale, moral, myth, perspective

Evidence of Learning

Additional Suggested Assessments:

- Individual and small group conferences/conferring notes
- Running Records
- Writing about reading
- Classroom participation
- Individual and group activities
- Formal and informal assessments
- Performance-based assessments

Instructional Materials:

- Units of Study
- Classroom leveled library
- Chart paper

- Smartboard
- Laptops
- Grade 3 Folktale PARCC Practice Guide (see N Drive)
- Short Texts (see N Drive)

Examples:

- Brave Little Parrot
- The Wind and the Sun
- Daylight
- How the Camel Got His Hump
- Tiger Gets His Stripes
- How Six Sons Saved Anansi
- Why Do Mosquitos Buzz in People's Ears
- Coytoe and Fire
- How Big Bear Stuck to the Sky
- The Boy Who Flew Too High (Icarus and Daedalus)
- Pandora's Box
- The Reason for Seasons (Demeter and Persephone)

Suggested Texts:

- Fin M'Coul- Tomie DePaola
- Abiyoyo- Pete Seegers
- Tikki Tikki Tembo by Arlene Mosel
- Aesop's Fables by Aesop
- Fables by Arnold Lobel

Teacher Resources:

- [Heinemann Online Resources Login](#)
- [Google Drive of Literacy Resources](#)
- [TC Benchmark Reading Levels](#)
- [Greek Myths for Kids](#)
- [Story Nory: Greek Myths](#)

- NJSLS breakdown by lesson: See N Drive

Third Grade: Reading Unit 5
Research Clubs: Elephants, Penguins, and Frogs, Oh My!
April-June (6-8 weeks)

Essential Questions: <ul style="list-style-type: none"> • Are the research steps meant to be followed in a particular order? • Do we only grow theories when reading fiction? • How can we use our reading lives to make a difference in the world? 		Enduring Understandings: <ul style="list-style-type: none"> • Readers conduct cycles of research. • Readers synthesize, compare, and contrast the information they learn. • Readers think about the accomplishments and lessons that the person’s life offers to the world. (Biography) 		
1: Students will look over their resources and organize them by reading an easy book to get an overview, and skimming the table of contents and illustrations to glean main subtopics.	2: Students will dig into a topic, identify subtopics within it, and as they read more about the subtopics, synthesize the information.	3: Students will learn and use the technical vocabulary of the subject they are learning about.	4: Students will pitch in to collaborative reading work with enthusiasm and commitment.	5: Students will get ideas about nonfiction by paying close attention to the traits, motivations, and struggles of their nonfiction subject.
6: Students will analyze the information that they collect, asking and answering the all-important question, “Why?”	7: Students will plan how to study a new topic, using all they know about reading and research strategies.	8: Students will utilize an explaining voice to read with fluency.	9: Students will recognize the structure of the texts they read and use those same text structures to organize their notes and their learning.	10: Students will recognize when authors use a compare-and-contrast structure in their nonfiction texts.
11: Students will recognize when authors use a cause-and-effect structure in their nonfiction texts.	12: Students will carefully consider the choices made by an author, and read closely to understand why the	13: Students will develop expertise about a topic by thinking about patterns and relationships.	14: Students will research similarities and differences between things, ask questions to form theories about their	15: Students will pause to think about their process, consider what they need to do next, and

	author made those choices.		subject, and make plans to read further to test those theories.	move forward with a plan.
16: Students will study all of the evidence they find to grow new evidence-based theories.	17: Students will add to their theories by researching big-picture concepts.	18: Students will research to solve a real-world problem, by considering ways they might solve the problem, thinking about the information they need, and making a plan for the work they need to do.	19: Students will celebrate the information they've learned and the ideas they've grown by applying their learning to solve real-world problems.	

Additional Teaching Points: *Can be taught in Mini-lessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary Lessons*

- Immersion Week Activities: Pre-assessment, goal setting, read aloud mentor texts, shared reading
- FAR Week Activities: Post-assessment, quick publish, celebration, reflection, reteach/extend
 - Celebration: Book Clubs plan information book and each student uses their boxes and bullets to write 1-2 chapters based off of the research (see Teachers College Writing about Reading Curricular Guide).

**Additional Teaching Points for students selecting biographies:*

- Readers will apply the tools that were learned for reading fiction in order to read biographies.
 - Readers ask themselves at the very start of *any* story: ‘Who is the main character? What kind of person is she/he?’
 - Readers know that when reading biographies we are reading about the unknown secrets of this person’s life story. A biography tells readers who this person really was.
 - Readers read these kinds of nonfiction texts in very different ways. When readers know what kind of nonfiction book we have, that helps us decide how to read it. When we know we have narrative nonfiction in our hands, we know we can read it like narrative fiction. A story is a story!
 - Readers know that like most fiction stories, biographies center around a main character who faces challenges and struggles. The character generally learns a valuable life lesson while he/she overcomes these.
 - Readers pay attention to their character’s traits and motivation, just as they did while reading fiction. Readers study the

- daily actions of the subjects of their biographies and ask, “What does this tell me about her as a person?”
- Readers look closely at the relationships that these people have, asking, “Who is in this person’s life? How does that impact this person?”
 - Readers know that positive and negative relationships affect the people we are studying. We push ourselves to keep thinking about the people in our books, asking, “What am I now learning about her as a person?”
 - Readers notice that the setting (time and place) have an effect on the events in a person’s life.
 - Readers ask themselves, “What am I learning about this person’s life? What was their day-to-day existence?”
 - Readers compare this daily life to their own, thinking, “What in this book is similar to or different from contemporary society, or my life in particular?”
 - Biography readers learn a lot about the details of place, time, and people’s behavior to understand how the person’s time was different from ours.
 - Readers think about the accomplishments and lessons that the person’s life offers to the world.
 - Biography readers ask, “What important achievement or qualities made this person’s life important enough to be written about?”
 - Readers know that the person represents a big group of people who also faced the problems that he/she did.
 - Readers understand that the person’s actions are because of the time period, but readers also think about these actions as if it happened today. Readers will change this mindset by saying to themselves, “That wouldn’t have happened then because . . .,” or
 - “You’re thinking about yourself! Step into her shoes and . . .”
 - Biography readers ask, “What important achievement or qualities made this person’s life important enough to be written about?”
 - Readers will share important events and lessons that the person’s life offers with a partner.
 - Readers look at how events that have happened in a person’s life affect a person’s decisions by asking the question, “How does whatever is happening now in this story connect with what came before?” Or, “How does this event follow from a previous event or factor in this character’s life?”
 - Children can also learn to push each other’s thinking by exploring the other side of an argument. They might say, “On the other hand . . .”
 - Biography readers are often inspired by a subject’s life. We read asking, “What is the life lesson I am learning from this book?”
 - Readers recognize that most narrative nonfiction stories are either stories of accomplishment or stories of disaster. We know that each of these kinds of stories have their own reasons of why they are written.

- Readers of narrative nonfiction know that stories are told for a reason. When we find this reason, we understand the story much better! We ask ourselves, “Why was this story worth telling? Why should it never be forgotten? What lesson does it impart? What does it serve as an example of?”
- We can decide on the theme of a story by studying the choices a person makes.
- Readers of history pay attention to the difficult choices that make a story worth telling by thinking about cause and effect of each choice.
- Readers of narrative nonfiction read a story and think, “How will I live differently knowing that this happened in my world?” We use the true stories that we read to serve as inspiration to be better people ourselves.

Key Vocabulary Words

Century, decade, historical figure, stereotypes, time period, timeline

Evidence of Learning

Additional Suggested Assessments:

- Individual and small group conferences/conferring notes
- Running Records
- Writing about reading
- Classroom participation
- Individual and group activities
- Formal and informal assessments
- Performance-based assessments

Instructional Materials:

- Units of Study
- Classroom leveled library
- Chart paper
- Smartboard
- Laptops

Demonstration Texts:

- The Life Cycle of an Emperor Penguin by Bobbie Kalman
- Penguins by Bobbie Kalman
- The Penguin by Béatrice Fontanel

- “I Whistle a Happy Tune” lyrics
- The Life Cycle of a Frog by Bobbie Kalman
- Frogs! By Elizabeth Carney
- “The Trials of a Tadpole” video from National Geographic
- Frogs and Toads by Bobbi Kalman
- Penguins by Lucia Raatma
- Penguins by Seymour Simon
- Giraffes by Emilie U. Lepthien

Read-Aloud Text

- The Whispering Land by Gerald Durrell

Teacher Resources:

- [Heinemann Online Resources Login](#)
- [Google Drive of Literacy Resources](#)
- [TC Benchmark Reading Levels](#)
- NJSLS breakdown by lesson: See N Drive

Modifications & Accommodations:

**Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

Gifted and Talented

(content, process, product, and learning environment)

Extension Activities:

- Conduct research and provide presentation of cultural topics
- Design surveys to generate and analyze data to be used in discussion.
Debate topics of interest/cultural importance.

English Language Learners

Modifications:

- Modified assignments
- Native language translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed

<ul style="list-style-type: none"> ● Authentic listening and reading sources that provide data and support for speaking and writing prompts ● Exploration of art and/or artists to understand society and history ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication ● Anchor activities ● Use of higher-level questioning techniques ● Provide assessments at a higher-level of thinking 	<ul style="list-style-type: none"> ● Highlight key vocabulary ● Use graphic organizers
<p style="text-align: center;"><u>Students with Disabilities</u> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time 	<p style="text-align: center;"><u>Students at Risk of School Failure</u></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide a copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting

- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Homework and Assignments:

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Gradually remove finger from text tracking
- Reading aloud to continue developing phrasing and fluency
- Skip difficult words in continuous texts to retain comprehension of main idea
- Access to a variety of literary genres, such as fiction, nonfiction with appropriate font size, pictures (meaning)
- Access to high interest texts at appropriate independent reading levels
- Begin using marking the text strategy to locate information in text
- Continue to develop written stories supported by teacher prompts (based on student need and interest)
- Continue to develop written stories based on information from texts

Modifications for Assessments:

- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments:

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
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Modifications for Assessments:

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
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- Distribute study guide for classroom tests
- Establish procedures for accommodations/modifications for assessments

- Establish procedures for accommodations/modifications for assessments