West Windsor-Plainsboro Regional School District
Reading
Grade 3

Grade 3 Reading:
Building a Reading Life

Content Area: Language Arts

Course & Grade Level: English, Grade 3

Summary and Rationale

This unit launches third graders into a reading workshop where students are encouraged to build a reading life where reading matters and establish a community around reading. They will do this by seeking out books according to their abilities and interests, reflecting on their reading lives, and setting personal reading goals. The essential reading skills taught will include: reading with stamina, engagement, monitoring comprehension, and fluency. Students will also review and learn new strategies readers use before, during and after reading. The structure of this unit is designed to support the reader through interactive read-aloud, independent reading, reading records, reading notebooks and partnerships.

The work of this unit is to instill the lifelong habits of strong readers, including choosing books wisely and getting a lot of reading done, keeping track of how their reading is going, and addressing problems along the way. An emphasis will be placed on fluency by monitoring rate, phrasing, and intonation. By having conversations about texts with others, students lift the level of their comprehension. Establishing these habits within the first unit will set students up to transfer them across genres and to the other units taught.

Recommended Pacing

September – October (approximately 20 days)

New Jersey Student Learning Standards

Standard RL.3 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.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.

Standard RF.3 Reading: Foundational Skills

RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.

Standard W.3.Writing

W.3.4	With guidance and support from peers and adults, produce writing in which the development and organization are appropriate to task and purpose.

Standard SL.3 Speaking and Listening

SL.3.1	Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, 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.
Standard L.3 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 words 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.

New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills		
CPI #	**Cumulative Progress Indicator (CPI)**	
9.4.2.IML.3:	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults	
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view	
New Jersey Student Learning Standards for Computer Science and Design Thinking		
CPI #	**Cumulative Progress Indicator (CPI)**	
8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.	
8.1.5.DA.5	Propose cause and effect relationships, predict outcomes, or communicate ideas using data.	
Interdisciplinary Standards Social Studies		
6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.	
6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.	

Instructional Focus

Unit Enduring Understandings
- Readers bring various experiences/background knowledge (schema) that influence their understanding of text.
- Readers reflect on their reading and have conversations around shared books.

Unit Essential Questions
- What strategies do proficient readers utilize? How does the use of these strategies affect comprehension?
- How do readers discuss and share their thoughts and ideas about texts?

Objectives

Students will know:
- Readers reflect on their reading habits and set reading goals.

- Independent readers choose books they are interested in and are "just right" so they read with engagement, stamina, comprehension, and fluency.
- Readers need to use tools and strategies to make sense of texts before, during, and after the reading of texts.
- Readers have a social life around books.

Students will be able to:
- Utilize written reading records for reflection and develop personal reading goals.
- Independently follow routines and procedures to build a community of readers in the reading workshop.
- Independently make book choices that are "just right for them" based on their abilities and interests that will allow them to use a variety of comprehension strategies (envisioning, predicting, questioning, activating and connecting to background knowledge).

Evidence of Learning

Assessment
- Fountas & Pinnell reading assessment, scored and analyzed
- Conferring notes
- Notes from informal observations
- Student writing about reading
- Learning Progressions
- Student Checklists (e.g., self-assessments)

Resources

Suggested Resources:

Bomer, R., and Bomer, K. (2001). *For a Better World: Reading and Writing for Social Action*. Heinemann.

Calkins, L. *The Art of Teaching Reading*. Heinemann.

Calkins. L. (2015). *A Guide to the Reading Workshop: Intermediate Grades.* Heinemann.

Calkins, L. et al. (2015). *If…Then…Curriculum: Assessment-Based Instruction Grades 3-8.* Heinemann.

Calkins, L. et al. (2015). *Reading Pathways: Performance Assessments and Learning Progressions Grades 3-5*. Heinemann.

Calkins, L., & Tolan, K. (2010). *Building a Reading Life.* Heinemann.

Pinnell, G.S. & Fountas, I. C**.** (2011). The *Continuum of Literacy Learning: A Guide to Teaching: Grades 3-8.* Heinemann.

Fountas, I.C., & Pinnell, G.S. (2001). *Guiding Readers and Writers Grades 3-6: Teaching Comprehension, Genre, and Content Literacy***.** Heinemann.

Nichols, M. (2006). *Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop*. Heinemann.

Teachers College Reading & Writing Project at Columbia University. (2018-19). *Curricular Calendars*.
http://readingandwritingproject.org/resources/documents-to-support-units-of-study

Grade 3 Reading:	
Mystery: Foundational Skills in Disguise	
Content Area: Language Arts	
Course & Grade Level: English, Grade 3	

Summary and Rationale

This unit encourages students to read many mysteries to increase their reading volume and stamina. It also helps them to accumulate text, make predictions, infer, and synthesize. Students participate in book clubs to support understanding through conversations about texts and notice common patterns between mystery books.

Recommended Pacing

October - November (approximately 25 days)

New Jersey Student Learning Standards

Standard 3.3.Reading: Literature

RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
RL.3.3	Describe characters in a story and explain how their actions contribute to the sequence of events.
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
RL.3.7	Explain how the specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.
RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Standard 3.3.Reading: Foundational Skills

RF.3.3a	Identify and know the meaning of the most common prefixes and derivational suffixes
RF.3.3c	Decode multisyllabic words.
RF3.4a	Read grade-level text with purpose and understanding.
RF.3.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Standard 3.3.Writing

W.3.1a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
W.3.1b	Provide reasons that support the opinion.
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
Standard 3.3.Speaking & Listening	
SL.3.1	Engage effectively in a range of collaborative discussion with diverse partners on grade 3 topics and texts, 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.
SL3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL3.4	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
Standard 3.3.Language	
L3..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 words 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.

New Jersey Student Learning Standards for 21st Century Life and Careers		
Career Ready Practices		
CRP1	Act as a responsible and contributing citizen and employee.	
CRP2	Apply appropriate academic and technical skills.	
CRP4	Communicate clearly and effectively and with reason.	
New Jersey Student Learning Standards for Technology		
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	

Instructional Focus

Unit Enduring Understandings

- Readers bring various experiences/background knowledge (schema) that influence their understanding of text.
- Readers reflect on their reading and grow their skills and comprehension by having conversations about books.

Unit Essential Questions

- What strategies do proficient readers utilize? How does the use of these strategies affect comprehension?
- How do readers grow their thoughts and ideas about texts by working with other readers?

Objectives

Students will know:

- Readers hold onto longer and longer books.
- Readers understand how mystery books go, and using that information to help them grow as readers.
- Readers use what they've learned about reading mysteries to help them read ANY fiction text.

Students will be able to:
- Hold onto longer and longer books by.
- Know how mysteries go, and notice how different books in the genre is illustrative of the genre and how others break the mold.
- Identify the problem, predict and either revise or confirm, and understand and reflect on the characters' journeys.

Evidence of Learning

Assessment

- Fountas & Pinnell reading assessment, scored and analyzed
- Conferring notes
- Notes from informal observations
- Student writing about reading
- Learning Progressions
- Student Checklists (e.g., self-assessments)

Resources

Suggested Resources:

Calkins, L. *The Art of Teaching Reading*. Heinemann.

Calkins. L. (2015). *A Guide to the Reading Workshop: Intermediate Grades.* Heinemann.

Calkins, L. et al. (2015). *If…Then…Curriculum: Assessment-Based Instruction Grades 3-8.* Heinemann.

Calkins, L. et al. (2016). *Reading Pathways: Performance Assessments and Learning Progressions Grades 3-5*. Heinemann.

Calkins, L. et al. (2015). *Mystery: Foundational Skills in Disguise.* Heinemann.

Pinnell, G.S. & Fountas, I. C. (2011). The *Continuum of Literacy Learning: A Guide to Teaching: Grades 3-8.* Heinemann.

Fountas, I.C., & Pinnell, G.S. (2001). *Guiding Readers and Writers Grades 3-6: Teaching Comprehension, Genre, and Content Literacy.* Heinemann.

Nichols, M. (2006). *Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop*. Heinemann.

Teachers College Reading & Writing Project at Columbia University. (2018-19). *Curricular Calendars*. http://readingandwritingproject.org/resources/documents-to-support-units-of-study

Grade 3 Reading:
Reading to Learn

Content Area: Language Arts

Course & Grade Level: English, Grade 3

Summary and Rationale

In this unit students add to their repertoire of strategies for reading non-narrative text by reading expository, narrative, and hybrid nonfiction. Students build upon what they learned in second grade and learn new strategies for reading a diverse range of nonfiction texts for the purpose of reading to learn. Key strategies for reading expository text are highlighted; determining importance and finding the main idea and supportive details; questioning and talking back to the text; figuring out and using new content-specific vocabulary; and applying analytical thinking skills to compare and contrast. In addition, students will continue to maintain independent reading of fiction to sustain stamina and volume.

Recommended Pacing

November – January (approximately 25 days)

New Jersey Student Learning Standards

Standard R.3 Reading: Informational Text

RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topics or subject areas.
RI.3.5	Use text features and search tools to locate information relevant to a given topic efficiently.
RI.3.6	Distinguish their own point of view from that of the author of a text.
RI.3.7	Use information gained from illustrations and the words in a text to demonstrate understanding of the text.
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text.
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Standard RF.3 Reading: Foundational Skills

RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.

Standard SL.3 Speaking & Listening

SL.3.1	Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, 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 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.
Standard L.3.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 ad multiple-meaning words 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.
Standard W.3 Writing	
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

New Jersey Student Learning Standards for 21st Century Life and Careers		
Career Ready Practices		
CRP1	Act as a responsible and contributing citizen and employee.	
CRP2	Apply appropriate academic and technical skills.	
CRP4	Communicate clearly and effectively and with reason.	
New Jersey Student Learning Standards for Technology		
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Interdisciplinary Connections		
6.3.4.A.2	Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.	
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.	
3.MD.B	Represent and interpret data.	
3.MP.2	Reason abstractly and quantitatively.	
3.MP.3	Construct viable arguments and critique the reasoning of others.	
Instructional Focus		
Unit Enduring Understandings		
• Informational texts have different structures that influence organization, technique, and style.		

- Effective readers deliberately use specific strategies to help them better understand text and deepen comprehension.
- Readers think and talk about texts and grow ideas about what they read.

Unit Essential Questions

- What nonfiction text structures support/interrupt readers' comprehension and how do they do this?
- What strategies do proficient readers of nonfiction utilize to make meaning of text?

Objectives

Students will know:

- Readers determine the structure of the text they are reading and adapt their reading to meet its demands.
- Nonfiction text features support or add to the information on a page or in a chapter.
- Readers have strategies for reading to learn.

Students will be able to:

- Determine the structure of the text they are reading and adapt their reading to meet its demands.
- Notice and use text features support or add to understand the information on a page or in a chapter.
- Use strategies for reading informational text.

Evidence of Learning

Assessment

- Fountas & Pinnell reading assessment, scored and analyzed
- Conferring notes
- Notes from informal observations
- Student writing about reading
- Learning Progressions
- Student Checklists (e.g., self-assessments)

Resources

Suggested Resources:

Calkins, L. *The Art of Teaching Reading*. Heinemann.

Calkins. L. (2015). *A Guide to the Reading Workshop: Intermediate Grades.* Heinemann.

Calkins, L. et al. (2015). *If…Then…Curriculum: Assessment-Based Instruction Grades 3-8.* Heinemann.

Calkins, L. et al. (2016). *Reading Pathways: Performance Assessments and Learning Progressions Grades 3-5*. Heinemann.

Calkins, L. & Tolan, K. (2015). *Reading to Learn.* Heinemann.

Pinnell, G.S. & Fountas, I. C**.** (2011). The *Continuum of Literacy Learning: A Guide to Teaching: Grades 3-8.*   Heinemann.

Fountas, I.C., & Pinnell, G.S. (2001). *Guiding Readers and Writers Grades 3-6: Teaching Comprehension, Genre, and Content Literacy.* Heinemann.

Nichols, M. (2006). *Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop*. Heinemann.

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Grade 3 Reading:
Character Studies

Content Area: Language Arts
Course & Grade Level: English, Grade 3

Summary and Rationale

This unit offers students an opportunity to move into increasingly more complicated texts with stamina, fluency and comprehension while reading books with familiar characters and settings. Series are designed to increase stamina and reading volume by hooking readers so that they will want to follow characters across books.   In this unit students also critically explore characters while reading to expand understanding of characters' traits, motivations, struggles, and lessons. This important reading work deepens comprehension of text. By teaching readers to think about characters, teachers support students in their construction of meaning and inferential thinking. Students grow ideas about characters by reading at levels determined to be at their instructional levels. Although students have experienced character study in previous years previously, this unit pushes them to develop a deeper understanding.

Recommended Pacing

January-February (approximately 25 days)

New Jersey Student Learning Standards

Standard RL.3 Reading: Literature

RL.3.1	Ask and answer questions to demonstrate understanding of text, referring explicitly to the text as the basis for the answers.
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
RL.3.3	Describe characters in a story and explain how their actions contribute to the sequence of events.
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL.3.6	Distinguish their own point of view from that of the narrator of 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.
RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

Standard RF.3 Reading: Foundational Skills

RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.

Standard W.3.Writing

W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

Standard SL.3 Speaking and Listening	
SL.3.1	Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, 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.
Standard L.3.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 words 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.

New Jersey Student Learning Standards for 21st Century Life and Careers

Career Ready Practices	
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.

New Jersey Student Learning Standards for Technology

8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Instructional Focus

Unit Enduring Understandings

- Readers read to understand themselves and the world around them?
- Readers learn lessons alongside characters and can apply these lessons to their own lives.

Unit Essential Questions

- How does literature inform our views of ourselves and the world around us?
- How do readers better understand characters?

Objectives

Students will know:

- Readers study primary and secondary characters in order to better understand the story.
- Readers have strategies for partnership talk that are thoughtful and anchored in text, and allow them to grow their thinking.

Students will be able to:

- Use many strategies to gather information about characters and grow theories.
- Prepare for and participate in book clubs by sharing notes and ideas, and use strategies for accountable talk in partnership and whole class conversations.

Evidence of Learning

Assessment

- Fountas & Pinnell reading assessment, scored and analyzed
- Conferring notes
- Notes from informal observations
- Student writing about reading
- Learning Progressions
- Student Checklists (e.g., self-assessments)

Resources

Suggested Resources:

Calkins, L. *The Art of Teaching Reading*. Heinemann.

Calkins. L. (2015). *A Guide to the Reading Workshop: Intermediate Grades.* Heinemann.

Calkins, L. et al. (2015). *If…Then…Curriculum: Assessment-Based Instruction Grades 3-8.* Heinemann.

Calkins, L. et al. (2016). *Reading Pathways: Performance Assessments and Learning Progressions Grades 3-5*. Heinemann.

Calkins, L., Mooney, J. & Smith, K. (2015). *Character Studies.* Heinemann.

Pinnell, G.S. & Fountas, I. C**.** (2011). The *Continuum of Literacy Learning: A Guide to Teaching: Grades 3-8.* Heinemann.

Fountas, I.C., & Pinnell, G.S. (2001). *Guiding Readers and Writers Grades 3-6: Teaching Comprehension, Genre, and Content Literacy.* Heinemann.

Nichols, M. (2006). *Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop*. Heinemann.

Teachers College Reading & Writing Project at Columbia University. (2018-19). *Curricular Calendars*.
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<table>
<tr><td colspan="2" align="center">**Grade 3 Reading and Writing Combined:**
Test –Taking as a Genre</td></tr>
<tr><td colspan="2">**Content Area: Language Arts**</td></tr>
<tr><td colspan="2">**Course & Grade Level: English, Grade 4**</td></tr>
<tr><td colspan="2" align="center">**Summary and Rationale**</td></tr>
<tr><td colspan="2">Standardized tests are a regular and expected part of school life. Students, teachers, and school districts may be judged/evaluated using the results of standardized tests. Standardized tests present specific genres of reading and writing that must be discussed/practiced if students are to understand the demands of the test and are to achieve scores that represent their actual ability, rather than scores compromised by an inability to manipulate the format of the test questions and test items.</td></tr>
<tr><td colspan="2" align="center">**Recommended Pacing**</td></tr>
<tr><td colspan="2">**March-April (10 days)**</td></tr>
<tr><td colspan="2" align="center">**New Jersey Student Learning Standards**</td></tr>
<tr><td colspan="2">**Standard RL.4 Reading: Literature**</td></tr>
<tr><td>RL.3.1</td><td>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td></tr>
<tr><td>RL.3.2</td><td>Determine a theme of a story, drama, or poem from details in the text; summarize the text.</td></tr>
<tr><td>RL.3.3</td><td>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</td></tr>
<tr><td>RL.3.4</td><td>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.</td></tr>
<tr><td>RL.3.5</td><td>Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.</td></tr>
<tr><td>RL.3.6</td><td>Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</td></tr>
<tr><td>RL.3.9</td><td>Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature form different cultures.</td></tr>
<tr><td>RL.3.10</td><td>By the end of the year, read and comprehend literature including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td></tr>
<tr><td colspan="2">**Standard RI.4 Reading: Informational Text**</td></tr>
<tr><td>RI.3.1</td><td>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td></tr>
<tr><td>RI.3.2</td><td>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</td></tr>
<tr><td>RI.3.3</td><td>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</td></tr>
<tr><td>RI.3.4</td><td>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</td></tr>
</table>

RI.3.5	Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.
RI.3.6	Compare and contrast a first hand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
RI.3.7	Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
RI.3.8	Explain how an author uses reasons and evidence to support particular points in a text.
RI.3.10	By the end of year, read and comprehend information texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Standard RF.4 Reading: Foundational Skills	
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
Standard W.4 Writing	
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly; introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension.
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.3.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.3.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading Standards to literature. Apply grade 4 Reading Standards to Informational texts.
Standard L.4 Language	
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.3.1	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 words and phrases based on grade 4 reading and content, choosing flexibly from range of strategies.
L.3.5	Demonstrate understanding of figurative language, word relationship, and nuances in word meanings.
L.3.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or state of being and that are basic to a particular topic.

New Jersey Student Learning Standards for 21st Century Life and Careers

Career Ready Practices		
CRP1	Act as a responsible and contributing citizen and employee.	
CRP2	Apply appropriate academic and technical skills.	
CRP4	Communicate clearly and effectively and with reason.	

New Jersey Student Learning Standards for Technology		
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	

Instructional Focus

Unit Enduring Understandings

- There are strategies for taking a standardized test in literacy.
- Test-takers apply what they know about reading and writing when taking a standardized test
- Test-takers develop strategies for multiple choice answers and short written responses after reading narrative or everyday texts.
- Test-takers have independent reading and writing lives outside of test-taking practice.

Unit Essential Questions

- What are the reading and writing strategies test-takers use to answer standardized test questions?
- How do test-takers monitor their work to successfully work within the given time constraints?
- How do test-takers use connections from their own lives to respond to a writing prompt?

Objectives

Students will know:

- There are strategies test-takers have for answering multiple choice and open-ended questions.
- The reading and writing skills and strategies needed to take standardized tests are the same reading and writing skills and strategies they use when they read and write each day.
- Test-takers continue to read independently in "just right book", and write on self-selected topics, while practicing for the test.

Students will be able to:

- Extrapolate information, follow instructions, and understand test-specific vocabulary (e.g., justify, explain, integrate), and utilize test-taking strategies for multiple choice and open-ended questions.
- Use the reading and writing strategies they use in their day-to-day reading and writing lives (e.g., recognizing details that develop or support the main idea, use text evidence, identify the organizational structure of a text, interpret textual conventions and literary evidence, make judgments, form opinions, draw conclusions).

Evidence of Learning

Assessment

- Fountas & Pinnell reading assessment, scored and analyzed
- Conferring notes
- Notes from informal observations
- Student writing about reading
- Learning Progressions
- Student Checklists (e.g., self-assessments)

Resources

Suggested Resources:

Scored writing samples from *NJDOE* website.

Calkins, L. *The Art of Teaching Reading*. Heinemann.

Calkins. L. (2015). *A Guide to the Reading Workshop: Intermediate Grades.* Heinemann.

Calkins, L. et al. (2015). *If…Then…Curriculum: Assessment-Based Instruction Grades 3-8.* Heinemann.

Calkins, L. et al. (2015). *Reading Pathways: Performance Assessments and Learning Progressions Grades 3-5*. Heinemann.

Pinnell, G.S. & Fountas, I. C**.** (2011). The *Continuum of Literacy Learning: A Guide to Teaching: Grades 3-8.* Heinemann.

Fountas, I.C., & Pinnell, G.S. (2001). *Guiding Readers and Writers Grades 3-6: Teaching Comprehension, Genre, and Content Literacy.* Heinemann.

Teachers College Reading & Writing Project at Columbia University. (2018-19). *Curricular Calendars*. http://readingandwritingproject.org/resources/documents-to-support-units-of-study

	Grade 3 Reading: Social Issues Book Clubs

Content Area: Language Arts

Course & Grade Level: English, Grade 3

Summary and Rationale

This unit helps students examine the social issues present in their books in book clubs and to encourage them to see that reading can help them deal with the issues in their own lives. Students learn to think critically by questioning, interpreting the text and empathizing with characters. By reading books about social issues readers can watch characters deal with issues that apply to their lives giving children a purpose to read more.

Recommended Pacing

February - May (approximately 30 days)

New Jersey Student Learning Standards

Standard RL.3 Reading: Literature

RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.3	Describe characters in a story and explain how their actions contribute to the sequence of events.
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
RL.3.7	Explain how the specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.
RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Standard RF.3 Reading: Foundational Skills

RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.

Standard W.3.Writing

W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
W.3.1	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

	(CPI for grade 4 but a part of our grade 3 curriculum)
Standard SL.3 Speaking & Listening	
SL.3.1	Engage effectively in a range of collaborative discussion with diverse partners on grade 3 topics and texts, 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.
Standard L.3 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 words 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.

New Jersey Student Learning Standards for 21st Century Life and Careers	
Career Ready Practices	
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
CRP5	Consider the environmental, social and economic impacts of decisions.
New Jersey Student Learning Standards for Technology	
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Interdisciplinary Connections	
6.3.4.A.2	Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
3.MD.B	Represent and interpret data.
3.MP.2	Reason abstractly and quantitatively.
3.MP.3	Construct viable arguments and critique the reasoning of others.
Instructional Focus	

Unit Enduring Understandings
• Stories teach us about issues that exist in the world and in our own lives.
• Characters in novels often represent a group of people who might (or might not) face the same issues in similar ways.
• Seeing multiple perspectives allows the reader to understand that the causes and solutions to issues are neither simple nor easy to solve.

Unit Essential Questions
• How can readers read to be affected by a book and learn about how to live my life each day?
• How can a book help readers understand groups of people in the real world, and how they interact with and react to important social issues?
• How do readers develop and read through the lens of multiple perspectives in order to better understand themselves and the world?

Objectives
Students will know:
• A social issue is an issue that affects a lot of people, not just one character.
• Readers consider social issues from more than one perspective in order to identify to increase their understanding of them.
• Readers use the experiences of characters to understand social issues more deeply, and imagine ways to deal with those issues in their own lives.
Students will be able to:
• Think about and question issues in the world, and read to become more informed about them.
• Consider other perspectives about social issues in the texts they are reading.
• Debate and work toward solutions for problems that exist in their classrooms and schools, in their communities, and as part of a global society.

Evidence of Learning

Assessment
Book club tools
Conference and small group notes
Observational checklists and Learning Progressions
Reading notebook
Reading folder
Reading Assessments (formal and informal)
Post-It notes for empathy, questioning, and interpretation
Self-reflection

Resources

Suggested Resources:
Calkins, L. *The Art of Teaching Reading*. Heinemann.
Calkins. L. (2015). *A Guide to the Reading Workshop: Intermediate Grades.* Heinemann.
Calkins, L. et al. (2015). *If…Then…Curriculum: Assessment-Based Instruction Grades 3-8.* Heinemann.
Calkins, L. et al. (2015). *Reading Pathways: Performance Assessments and Learning Progressions Grades 3-5*. Heinemann.
Pinnell, G.S. & Fountas, I. C**.** (2011). The *Continuum of Literacy Learning: A Guide to Teaching: Grades 3-8.* Heinemann.
Fountas, I.C., & Pinnell, G.S. (2001). *Guiding Readers and Writers Grades 3-6: Teaching Comprehension, Genre, and Content Literacy.* Heinemann.

Nichols, M. (2006). *Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop*. Heinemann.

Teachers College Reading & Writing Project at Columbia University. (2018-19). *Curricular Calendars*. http://readingandwritingproject.org/resources/documents-to-support-units-of-study

Content Area: Language Arts

Course & Grade Level: English, Grade 3

Summary and Rationale

This unit is written with the intention of lifting the level at which students read non-fiction and give them an opportunity to work collaboratively as they read and discuss non-fiction texts across a science or social studies topic. Students build upon their prior experiences in reading non-fiction and participating in book clubs. They assemble and sort materials and compare perspectives and points of view. Students also organize their notes and reflect on their thinking to create personal responses and reactions to what they are learning.

Recommended Pacing

May - June- (approximately 30 days)

New Jersey Student Learning Standards

Standard RI.3 Reading: Informational Text

RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topics or subject areas.
RI.3.7	Use information gained from illustrations and the words in a text to demonstrate understanding of the text.
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text.
RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Standard 3.3.Reading: Foundational Skills

PWR.3	Know and apply grade-level phonics and word analysis skills in decoding words.
F.4	Read with sufficient accuracy and fluency to support comprehension.

Standard W.3.Writing

W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CPI for grade 4 but a part of our grade 3 curriculum)

Standard SL.3 Speaking & Listening

SL.3.1	Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, 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 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.
Standard L.3.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 ad multiple-meaning words 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.

New Jersey Student Learning Standards for 21st Century Life and Careers	
Career Ready Practices	
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
CRP7	Employ valid and reliable research strategies.
CRP11	Use technology to enhance productivity.

New Jersey Student Learning Standards for Technology	
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Interdisciplinary Connections	
6.3.4.A.2	Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
3.MD.B	Represent and interpret data.
3.MP.2	Reason abstractly and quantitatively.
3.MP.3	Construct viable arguments and critique the reasoning of others.

Instructional Focus

Unit Enduring Understandings

- Readers often read nonfiction for a specific purpose, conducting inquiry into topics they find fascinating and important.

- Readers write to teach themselves and others.
- Readers read from multiple sources to build our knowledge of a topic, to cross-check, and synthesize information as readers.

Unit Essential Questions

- How do readers choose a topic for inquiry, and then conduct that inquiry?
- How do we read to answer our questions, and teach others?
- How do we read to build a foundation of knowledge?

Objectives

Students will know:

- There are strategies readers use to read to learn that lead them to important questions and answers, and grow their learning.
- Authors of nonfiction texts use various structures for specific purposes.
- Readers collaborate with peers to gather information across many texts (written and visual) on a topic, grow ideas about the topic, and teach others about that topic.
- Readers grow their thinking through collaborative research and conversation.

Students will be able to:

- Use multiple strategies for reading and understanding nonfiction texts.
- Notice and use text structures in nonfiction texts
- Synthesize, compare, and contrast information across nonfiction texts
- Grow their thinking by working productively as a member of a research club.

Evidence of Learning

Assessment

- Fountas & Pinnell reading assessment, scored and analyzed
- Conferring notes
- Notes from informal observations
- Student writing about reading
- Learning Progressions
- Student Checklists (e.g., self-assessments)

Resources

Suggested Resources:

Calkins, L. *The Art of Teaching Reading*. Heinemann.

Calkins. L. (2015). *A Guide to the Reading Workshop: Intermediate Grades.* Heinemann.

Calkins, L. et al. (2015). *If…Then…Curriculum: Assessment-Based Instruction Grades 3-8.* Heinemann.

Calkins, L. et al. (2016). *Reading Pathways: Performance Assessments and Learning Progressions Grades 3-5*. Heinemann.

Calkins, L. & Tolan, K. (2015). *Research Clubs.* Heinemann.

Pinnell, G.S. & Fountas, I. C**.** (2011). The *Continuum of Literacy Learning: A Guide to Teaching: Grades 3-8.* Heinemann.

Fountas, I.C., & Pinnell, G.S. (2001). *Guiding Readers and Writers Grades 3-6: Teaching Comprehension, Genre, and Content Literacy.* Heinemann.

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