

# Verona Public School District Curriculum Overview

## Literacy - Grade Three



**Curriculum Committee Members:**

Jamie Ricci  
Karen Sabatino  
Brian Samples  
Lauren Till

**Supervisor:**

Dr. Sumit Bangia

**Curriculum Developed:**

March 2012  
September 2014  
July 2016

**Board Approval Date:**

April 10, 2012  
October 21, 2014  
August 30, 2016

**Verona Public Schools Mission Statement:**

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

**Course Description:**

Students are engaged in a literacy program that fosters the necessary skills to become independent readers, writers, speakers, thinkers, and learners. To further this goal, the Verona School district promotes a balanced literacy based framework. This framework is designed to help all students learn to read and write effectively in a differentiated workshop approach. Specifically, a three block balanced literacy framework is employed that encompasses reading workshop, writing workshop and word work. Students learn in a supportive environment where lessons are scaffolded to meet their needs. They will achieve a balanced literacy experience through independent reading, writing, speaking, and listening. With the support of teachers, students take ownership and assume gradual responsibility of their learning. Teachers assess students at regular intervals to inform their instructional decisions.

**Prerequisite(s):**

none

## Standard 8: Technology Standards

<b>8.1: Educational Technology:</b> <i>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.</i>	<b>8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
<ul style="list-style-type: none"> <li>A. Technology Operations and Concepts</li> <li><b>x</b> B. Creativity and Innovation</li> <li>C. Communication and Collaboration</li> <li>D. Digital Citizenship</li> <li>E. Research and Information Fluency</li> <li>F. Critical thinking, problem solving, and decision making</li> </ul>	<ul style="list-style-type: none"> <li><b>x</b> A. The Nature of Technology: Creativity and Innovation</li> <li>B. Technology and Society</li> <li>C. Design</li> <li>D. Abilities for a Technological World</li> <li>E. Computational Thinking: Programming</li> </ul>

## SEL Competencies and Career Ready Practices

<b>Social and Emotional Learning Core Competencies:</b> <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	<b>Career Ready Practices:</b> <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
<b>Self-awareness:</b> The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	<ul style="list-style-type: none"> <li><b>x</b> CRP2. Apply appropriate academic and technical skills.</li> <li>CRP9. Model integrity, ethical leadership, and effective management.</li> <li>CRP10. Plan education and career paths aligned to personal goals.</li> </ul>
<b>Self-management:</b> The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	<ul style="list-style-type: none"> <li>CRP3. Attend to personal health and financial well-being.</li> <li><b>x</b> CRP6. Demonstrate creativity and innovation.</li> <li>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>CRP11. Use technology to enhance productivity.</li> </ul>
<b>Social awareness:</b> The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	<ul style="list-style-type: none"> <li>CRP1. Act as a responsible and contributing citizen and employee.</li> <li>CRP9. Model integrity, ethical leadership, and effective management.</li> </ul>
<b>Relationship skills:</b> The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	<ul style="list-style-type: none"> <li><b>x</b> CRP4. Communicate clearly and effectively and with reason.</li> <li>CRP9. Model integrity, ethical leadership, and effective management.</li> <li>CRP12. Work productively in teams while using cultural global competence.</li> </ul>
<b>Responsible decision making:</b> The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	<ul style="list-style-type: none"> <li>CRP5. Consider the environmental, social, and economic impact of decisions.</li> <li>CRP7. Employ valid and reliable research strategies.</li> <li>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>CRP9. Model integrity, ethical leadership, and effective management.</li> </ul>

## Standard 9: 21<sup>st</sup> Century Life and Careers

<p><b>9.1: Personal Financial Literacy:</b> <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i></p>	<p><b>9.2: Career Awareness, Exploration &amp; Preparation:</b> <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i></p>	<p><b>9.3: Career and Technical Education:</b> <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i></p>
<p>A. Income and Careers            B. Money Management            C. Credit and Debt Management            D. Planning, Saving, and Investing            E. Becoming a Critical Consumer            F. Civic Financial Responsibility            G. Insuring and Protecting</p>	<p>x A. Career Awareness (K-4)            B. Career Exploration (5-8)            C. Career Preparation (9-12)</p>	<p>A. Agriculture, Food &amp; Natural Res.            B. Architecture &amp; Construction            C. Arts, A/V Technology &amp; Comm.            D. Business Management &amp; Admin.            E. Education &amp; Training            F. Finance            G. Government &amp; Public Admin.            H. Health Science            I. Hospital &amp; Tourism            J. Human Services            K. Information Technology            L. Law, Public, Safety, Corrections &amp; Security            M. Manufacturing            N. Marketing            O. Science, Technology, Engineering &amp; Math            P. Transportation, Distribution &amp; Log.</p>

## Course Materials

<p><b>Core Instructional Materials:</b> <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i></p>	<p><b>Differentiated Resources:</b> <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i></p>
<ul style="list-style-type: none"> <li>● Lucy Calkins Writing Units of Study</li> <li>● School Wide Reading Units of Study</li> </ul>	<ul style="list-style-type: none"> <li>● <u>Classroom mentor texts</u></li> <li>● Links to videos, class sites, strategies for Reader's Workshop <a href="http://www.readersworkshop.org">http://www.readersworkshop.org</a></li> <li>● TCRWP - Teachers College Reading &amp; Writing Project <a href="http://tc.readingandwritingproject.com">http://tc.readingandwritingproject.com</a></li> <li>● <u>The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers</u> Jennifer Serravallo</li> <li>● <u>The Comprehension Toolkit</u> Grades 3-5 Stephanie Harvey and Anne Goudvis</li> <li>● Independent Reading Assessment (IRA) =Jennifer Serravallo</li> </ul>

# Reading Units of Study

**Reading Unit Title / Topic:** Launching Reading  
Workshop/Writing About Reading

**Unit Duration:** 4 weeks

## Stage 1: Desired Results

### Established Goals:

#### New Jersey Student Learning Standards (NJSL) for English

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.

RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- A. Identify and know the meaning of the most common prefixes and derivational suffixes.
- B. Decode words with common Latin suffixes.
- C. Decode multisyllable words.
- D. Read grade-appropriate irregularly spelled words.

RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

- A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- B. Provide reasons that support the opinion.
- C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- D. Provide a conclusion

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

- 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.3.3. 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.

### Transfer Goal:

Students will be able to independently read and comprehend a variety of genres so that in the long run, they will become members of a reading community.

## Meaning

### Enduring Understandings:

*Students will understand that:*

### Essential Questions:

- How can reading have an impact on your life?

- Reading enables you to learn about new ideas, people and places.
- Readers build reading lives.
- Readers strive to increase stamina, confidence, and fluency.
- Readers apply comprehension strategies in order to understand books.

- How do readers grow?
- How do you read for meaning?
- How can writing about your reading help build your reading skills?

### Acquisition of Knowledge & Skills

#### Enduring Understandings:

- A “just right” book is a book that is on reading level.
- Books are categorized in a variety of ways, including interest, level, author, and genre.
- Fluency is the ability to read smooth and strong, matching the way we speak.
- Stamina means reading for increasingly longer periods of time with complete engagement.
- Retelling a story involves zooming in on narrative elements (character, setting, problem, and solution) to focus on important details.
- Readers work towards reading longer, stronger, and faster by setting reading goals and objectives for themselves.
- Readers pay attention to the meaning behind words and use context clues.
- Accountable book talk involves active listening and responding to each other’s thoughts about a book.
- How to respond to literature in thoughtful, detailed manner.

#### Students will be able to:

- Choose a “just right” book through incorporating multiple strategies (previewing, five finger rule, interest).
- Distinguish between book categories in order to find their “just right” books.
- Read often to build fluency and intonation.
- Formulate and respond to thoughtful questions to demonstrate an understanding of the text.
- Think, respond, and react in a reader’s notebook.
- Engage in a range of collaborative discussions (one-on-one, groups, teacher –led) to build on others’ ideas and to express their own clarity.
- Use stop and jot, turn and talk type strategies during lessons
- Use post-its to mark thinking in their reading.

### Stage 2: Acceptable Evidence

#### Transfer Task

Students will be able to choose books at their appropriate reading levels. They will “stop and jot” to reflect, analyze and comprehend text. They will be able to engage in a reading community adhering to workshop rules and procedures.

### Stage 3: Activities

## Potential Teaching Points

(from Teacher's College Reading & Writing Project)

- **Bend 1: Making Reading Lives— Creating Reading Resolutions, Finding Just-Right Books, Reading Faster, Stronger, Longer, and Awakening Ourselves to Text**
  - Readers check to make sure books are just-right for them; they should read smoothly, with expression, read most of the words without stumbling, and hold on to the story
  - Readers pay attention to each other's reading histories, reading interests, and reading hopes. Partners will become an influence in each other's reading lives.
  - Using post-it notes in places where readers have strong reactions to the text. Discussing with partners passages Creating reading resolutions
  
- **Bend 2: Making Texts Matter— Holding Tight to Meaning, Building Relationships with Books, Creating a Buzz about Books and Choosing Texts That Matter**
  - Rereading and/or slowing down our reading when comprehension breaks down
  - Choosing our relationships with books
  - Finding just right books to read— creating our own personal stack
  
- **Bend 3: Bringing Together Reading Lives, Texts that Matter, and Partner Reading**
  - Readers do not just close a book when it is over- they talk about what they have read
  - Retell books so that we can lay the story out for ourselves and think it over
  - Synthesis retelling Listening to others with our minds and hearts open



**Stage 1: Desired Results****Established Goals:****New Jersey Student Learning Standards (NJSL) for English**

RL.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

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

RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

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

RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

**Range of Reading and Complexity of Text**

RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.

RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- A. Identify and know the meaning of the most common prefixes and derivational suffixes.
- B. Decode words with common Latin suffixes.
- C. Decode multisyllable words.
- D. Read grade-appropriate irregularly spelled words.

RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

- A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- B. Provide reasons that support the opinion.
- C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- D. Provide a conclusion

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

- 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.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
  - Form and use regular and irregular plural nouns.
  - Use abstract nouns (e.g., *childhood*).
  - Form and use regular and irregular verbs.
  - Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
  - Ensure subject-verb and pronoun-antecedent agreement.\*
  - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
  - Use coordinating and subordinating conjunctions.
  - Produce simple, compound, and complex sentences.
- L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Choose words and phrases for effect.\*
  - Recognize and observe differences between the conventions of spoken and written standard English.
- L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

**Transfer Goal:**

Students will be able to independently read and comprehend a variety of fiction, so that in the long run they understand that life and the world in which we live, is reflected through literature

**Meaning**

**Enduring Understandings:**

*Students will understand that:*

- Readers identify theme in a story through focusing upon the big idea which often can be directly applied to someone's life
- Life lessons can be gained by exploring stories from the past.
- Characters are like people; unique and diverse.
- Stories reflect the values of culture.
- Readers continually monitor and check their interpretations of the author's intent and meaning.

**Essential Questions:**

- How do readers identify theme in a story?
- What can we learn about ourselves through literature?
- How can empathizing with a character help you understand a story?
- How are culture and tradition conveyed through oral stories?
- What meaning do traditional stories teach us about the modern world?

**Acquisition of Knowledge & Skills**

**Students will know:**

- Fictional texts are not real, but are created from a writers' mind.
- Fiction genre includes several types of fiction, including traditional folktales and fables from diverse cultures, and realistic fiction.
- Fictional stories follow a chronological or sequence structure and include five basic story elements.

**Students will be able to:**

- Identify the elements of fiction
- Infer information about a character based on the text.
- Analyze character's decisions as they face obstacles.
- Compare and contrast characters' emotional and physical traits.
- Retell through visualizing scenes in a book through speaking, sketching, or writing.

- Folktales are stories that come from all over the world and have been passed down through storytellers from various cultures.
- Traditional stories provide the basis for modern-day fiction.
- Folktales reflect the beliefs of a culture and explain the wonders of the world and/or entertain them.
- Fables are stories that teach a lesson or a moral, and typically use animals as characters.
- Main characters struggle with problems that are larger-than-life.
- Characters' personalities are revealed through their words, thoughts, actions, and comments made by other characters.
- Characters' external traits include their physical traits, actions and dialogue.
- Characters' internal traits include their wants, struggles, and motivations.
- Setting is a key element because it affects the emotional well-being of the main character.
- Schema represents our own background knowledge and experiences that we bring to the text.
- Good readers make connections to self, text, and the world around them.

- Infer character traits by paying close attention to a character's development.
- Grow ideas and thoughts into theories by responding in a reader's notebook.
- Predict characters' responses to events based upon schema and textual evidence.
- Interpret and discuss ideas effectively both orally and in written form.
- Compare and contrast fables and folktales.
- Distinguish the features of folktales and fables.
- Identify and explain the central message, lessons, or morals found in a type of literature.
- Respond to text by inferring, predicting, and questioning on post-its and in their reader's notebook.

## Stage 2: Acceptable Evidence

### Transfer Task

Students will read and comprehend a variety of fiction, while accurately applying the skills and concepts covered in the unit.

## Stage 3: Activities

### Potential Teaching Points

<p><b>Week One</b> Learning Goal: Readers Understand how fiction books work</p>	<p><b>Lesson One:</b> <i>Story elements</i> <b>Type:</b> Interactive read aloud (All fiction have one thing in common, which is that they all have: <b>Character</b> <b>Setting</b> <b>Plot</b> <b>Problem/solution)</b></p>	<p><b>Lesson Two:</b> <i>Point of view</i> <b>Type:</b> Mini lesson (want to demonstrate with one text and give students the opportunity to try with another text, another part of text) <b>Teaching Point:</b> Readers will identify who is telling the story by paying close</p>	<p><b>Lesson Three:</b> Prediction <b>Type:</b> Mini Lesson <b>Teaching Point:</b> Readers will predict what will happen in a story by utilizing what they know about fiction, so that they can anticipate how the story will unfold.</p>	<p><b>Lesson Four:</b> Connections <b>Type:</b> Mini Lesson <b>Teaching Point:</b> Readers will make person-to-text connections by comparing events in their lives to events in the story, so that they have a more enriching reading experience.</p>	<p><b>Lesson Five:</b> Text to text <b>Type:</b> Mini Lesson <b>Teaching Point:</b> Readers will make text-to-text connections by comparing characters and events in multiple books, so that they can make predictions about their current book.</p>
---	--	--	---	---	--

	<p><b>Teaching Point:</b> Readers will follow the progression of a story by identifying the five common elements of fiction (character, setting, plot, problem, and solution), so that they will better understand the story.</p>	<p>attention to the words being used (e.g., pronouns), so that they can draw conclusions about the characters and the story's plot.</p>			
<p><b>Week Two</b> <i>Learning Goal:</i> Readers identify the variety of types of fiction</p>	<p><b>Day Five:</b> Genre Lesson (types) <b>Type:</b> Interactive read aloud Fables, folktales, mystery, historical fiction, realistic fiction <b>Teaching Point:</b> <b>Share:</b></p>				
<p><b>Week Three</b> <i>Learning Goal:</i> Readers Think beyond the author's words and grow ideas (inference)</p>	<p><b>Day Six:</b> Traits (dialogue &amp; actions) <b>Teaching Point:</b> Readers infer characters' traits by paying close attention to their actions and what they say (dialogue) so that they can understand how characters feel or think."</p>	<p><b>Day Seven:</b> Motivations <b>Teaching Point:</b> Readers infer a character's motives by looking at character traits and events so they can think about the events leading up to the actions and important decisions.</p>	<p><b>Day Eight:</b> Changes <b>Teaching Point:</b> Readers infer how some characters change through a book by comparing the character's traits from the beginning to the end so that they can better understand the character and sometimes learn a lesson</p>	<p><b>Day Nine:</b> Theme <b>Teaching Point:</b> Readers infer the theme of a story by analyzing the events and actions of characters throughout, so that they can learn a lesson.</p>	
<p><b>Week Four</b> <i>Learning Goal:</i> Readers use mood &amp; to read like storytellers</p>	<p><b>Day 10:</b> Character's words and actions <b>Teaching Point:</b> Readers analyze author's craft for mood by analyzing character's words and actions, so that they can better</p>	<p><b>Day 11:</b> Descriptive language <b>Teaching Point:</b> Readers analyze author's craft for mood by identifying the author's use of descriptive language, so they can</p>	<p><b>Day 12:</b> Taking Notes <b>Teaching Point:</b> Readers analyze figurative language by taking notes when authors' use interesting words, so they can better visualize and make reading more interesting.</p>	<p><b>Day 13:</b> Punctuation details and character feelings <b>Teaching Point:</b> Readers read with expression by attending to punctuation details and character feelings, so that text is</p>	

	understand and connect with characters' feelings.	make an emotional connection to the story.		more interesting and meaningful.	
<p><b>Week Five</b>  <i>Learning Goal:</i>  Readers Share ideas with partners and in writing.</p>	<p><b>Day 14:</b> Writing about reading  <b>Teaching Point:</b>  Readers can expand post-its by combining similar post-its or adding on to one so that they can express their reading thoughts</p>	<p><b>Day 15:</b> Writing about reading  <b>Teaching Point:</b>  Readers can compare and discuss post-its by working collaboratively so that they can focus on their thoughts and ideas.</p>	<p><b>Day 16:</b> Writing about reading  <b>Teaching Point:</b>  Readers can sketch to represent an important event in a text so that they may show evidence of properly comprehending texts.</p>	<p><b>Day 17:</b> Writing about reading  <b>Teaching Point:</b>  Readers can understand a character's thoughts and actions by sharing and acting out a scene with a partner so that they can bring the voice of the character to life.</p>	<p><b>Day 18:</b> Writing about reading  <b>Teaching Point:</b>  Readers can connect to the main character by writing them a letter explaining a personal connection they made while reading</p>

**Reading Unit Title / Topic:** Following Characters in Texts and Across Texts

**Unit Duration:** 4 weeks

## Stage 1: Desired Results

### Established Goals:

#### New Jersey Student Learning Standards (NJSL) for English

RL.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

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

RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

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

RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- A. Identify and know the meaning of the most common prefixes and derivational suffixes.
- B. Decode words with common Latin suffixes.
- C. Decode multisyllable words.
- D. Read grade-appropriate irregularly spelled words.

RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

- A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- B. Provide reasons that support the opinion.
- C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- D. Provide a conclusion

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

- 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.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- B. Form and use regular and irregular plural nouns.
- C. Use abstract nouns (e.g., *childhood*).
- D. Form and use regular and irregular verbs.
- E. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
- F. Ensure subject-verb and pronoun-antecedent agreement.\*
- G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- H. Use coordinating and subordinating conjunctions.
- I. Produce simple, compound, and complex sentences.

L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Choose words and phrases for effect.\*
- B. Recognize and observe differences between the conventions of spoken and written standard English.

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

### Transfer Goal:

Students will be able to independently use their learning to grow theories about characters by reading closely and making inferences.

## Meaning

### Enduring Understandings:

*Students will understand that:*

- Readers envision and predict what they read.
- Readers build theories by reading closely and inferring based on what a character does and how they do it.
- Readers step into the shoes of different characters and pay attention to moments when they face big challenges as well as how they resolve these challenges

### Essential Questions:

- How do readers use observations of characters to shape their understanding of a story?
- How do readers make inferences and build theories about characters?
- How do readers grow and learn lessons alongside characters in the books they read?

## Acquisition of Knowledge & Skills

### Students will know:

- Envisioning is critical in understanding characters and plot.
- Characters' personalities are revealed through their words, thoughts, and actions.
- Characters are complex.
- Schema represents background knowledge and experiences that we bring to the text to make inferences about characters.

### Students will be able to:

- Identify character traits and support ideas with evidence.
- Identify when characters act out of character and how that impacts the plot of a story.
- Infer information about a character and his or her actions.
- Predict characters' responses to events based on schema and textual evidence.
- Analyze how characters react to change and how it is applicable to daily life.
- Interpret a centralized theme based on the lesson learned by a character.

- Readers accumulate information in a story by paying attention to the details in the plot.
- Theories evolve as characters develop.
- Predictions draw upon multiple sources of information to make an educated guess about what will happen next.

- Approach a character with empathy (walk in the shoes of the character, see through the character's eyes, predict a character's next steps)
- Ask and answer questions to increase understanding of the text
- Refer to text to support answers or thinking
- Infer character's thoughts, feelings, and motivations based on their actions
- Describe and analyze characters through their traits, motivations, feelings, and point of view Identify the moral or lesson by recounting key details in the text
- Determine the meaning of literal and nonliteral language in the text
- Determine own point of view about story events and compare to the characters'
- State claims about text i.e. characters, events, problems and support with evidence
- Describe how a character changes or stays the same throughout the text using evidence
- Compare character's actions, problems, and obstacles over text or multiple texts for similarities and differences
- Compare and contrast themes, settings, and plots across a character series  
Build, revise, confirm theories about characters based on their actions, change, or growth

## Stage 2: Acceptable Evidence

### Transfer Task

Students will read grade level fiction applying character study skills and strategies learned in the unit of study.

## Stage 3: Activities



## Potential Teaching Points

(from Teacher's College Reading & Writing Project)

- **Bend 1: Walking in a Character's Shoes: Envisionment and Prediction**
  - Approaching a character with empathy (walk in the shoes of the character, see through the character's eyes, predict a character's next steps)
  - Reading to take in all that is going on in the text
  - Envisioning what's happening in the story so that we are walking in the character's shoes
  - Making mental movies in our head
  - Empathizing with the main character Remembering what we already know about characters to dive deeper into the story
  
- **Bend 2: Building Theories about Characters (Close reading and Inferring)**
  - Growing ideas about the book as we read Analyzing character's actions in order to better understand their motivations
  - Analyzing character's actions that seem 'out of character'
  - Taking note of objects that a character holds near and dear to them
  - Secondary characters actions hold clues to information about the main character
  - Using precise language to describe a character
  
- **Bend 3: Growing and Learning Lessons alongside Characters**
  - The story arc; turning points in a story
  - Ways that characters solve problems
  - Secondary characters influences over main characters
  - Lessons characters have learned and relating these to our own lives

**Stage 1: Desired Results****Established Goals:****New Jersey Student Learning Standards (NJSL) for English**

RI.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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

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

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

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

RI.3.6 Distinguish their own point of view from that of the author of a text

RI.3.7 Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

RI.3.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.

W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

- A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- B. Provide reasons that support the opinion.
- C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- D. Provide a conclusion

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

- 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.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- B. Form and use regular and irregular plural nouns.
- C. Use abstract nouns (e.g., *childhood*).

- D. Form and use regular and irregular verbs.
  - E. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
  - F. Ensure subject-verb and pronoun-antecedent agreement.\*
  - G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
  - H. Use coordinating and subordinating conjunctions.
  - I. Produce simple, compound, and complex sentences.
- L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Choose words and phrases for effect.\*
  - B. Recognize and observe differences between the conventions of spoken and written standard English.
- L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

### Transfer Goal:

Students will be able to independently use nonfiction comprehension strategies to make connections to the real world and their own lives

### Meaning

#### Enduring Understandings:

*Students will understand that:*

- We read nonfiction to gain knowledge that helps us to understand our world and ourselves.
- It is important to understand different perspectives and points of view about various topics.

#### Essential Questions:

- In what ways can reading nonfiction help us to explore and understand our world?
- How can the understanding of nonfiction text elements help us to better understand what we read?

### Acquisition of Knowledge & Skills

#### Students will know:

- The text elements of nonfiction
- How to apply their understanding of the elements to a variety of nonfiction texts
- Biographies are written to inform the reader about a person's life
- Biographies are often written as stories that resemble narratives.
- Expository texts contain factual information on a topic
- Ideas grow from main ideas and supporting details
- How to utilize headings, captions, illustrations, and charts to enhance understanding of text.
- Authors use various text structures, such as chronological or comparison, to communicate information
- Using context clues, recalling background knowledge, and searching the glossary can help to define unknown words.
- The difference between fact and opinion
- An author's perspective is his/her way of looking at a topic, which may be influenced by ideas, values, beliefs, feelings, and experiences.

#### Students will be able to:

- Use context clues to develop vocabulary
- Reflect, analyze, and draw conclusions about nonfiction texts
- Clearly record their thinking about a text
- Examine and synthesize the important events of a person's life.
- Recognize narrative elements present in biographical texts.
- Use graphic organizers, post-it notes, and notebook entries to analyze and categorize main ideas.
- Interpret text features in informational texts.
- Apply strategies to comprehend text structure, such as: cause and effect; problem and solution; question and answer; compare and contrast; description and sequence.
- Recognize and interpret domain-specific words (i.e. invertebrate) used in a text.
- Read, think, questions, and reread to make connections and deepen understanding.

- Distinguish fact from opinion.
- Determine an author's perspective.

## Stage 2: Acceptable Evidence

### Transfer Task

Students will independently read and comprehend a variety of nonfiction, while accurately applying the skills and concepts covered in the unit.

## Stage 3: Activities

### Potential Teaching Points

<p style="text-align: center;"><b>Bend One</b> <i>Learning Goal:</i> Readers understand how and why we read nonfiction</p>	<p><b>Lesson One:</b> What is Nonfiction? <b>Teaching Point:</b> Readers understand why and how we read nonfiction. They can recognize different types of nonfiction: biography, literary nonfiction and reference.  * Autobiography</p>	<p><b>Lesson Two:</b> Biographies <b>Teaching Point:</b> Readers understand the purpose and elements of a biography to deepen their understanding of these texts. As we read a biography we think about the big idea.  * Autobiography vs. Biography</p>	<p><b>Lesson Three:</b> References <b>Teaching Point:</b> Readers identify and read reference books to obtain new information and use text features to navigate each reference.</p>	<p><b>Lesson Four:</b> Literary Nonfiction <b>Teaching Point:</b> Readers identify that literary nonfiction is a combination of a story and factual information. When writers share facts by telling a story, it helps readers learn and remember details about the topic.</p>
	<p><b>Lesson Five:</b> Fiction vs. Nonfiction <b>Teaching Point:</b> Readers read nonfiction texts in different ways than they read fiction. We need to read, think, question and reread to make connections and deepen our understanding.</p>	<p><b>Lesson Six:</b> What's the Purpose <b>Teaching Point:</b> Readers need to think about why a writer has written a text or what the purpose is; to entertain, persuade or inform. (P.I.E)</p>		
<p style="text-align: center;"><b>Bend Two</b> <i>Learning Goal:</i> Readers learn to identify and use access features of nonfiction</p>	<p><b>Lesson Seven:</b> Access Features <b>Teaching Point:</b> Readers use access features to more efficiently navigate nonfiction texts. - Contents Page</p>	<p><b>Lesson Eight:</b> Contents Page <b>Teaching Point:</b> Readers understand that some nonfiction texts contain a contents page at the beginning of the book, that</p>	<p><b>Lesson Nine:</b> Index <b>Teaching Point:</b> Readers understand that some nonfiction texts contain an index at the back of the book that allows a reader to</p>	<p><b>Lesson Ten:</b> Glossary <b>Teaching Point:</b> Readers understand that some nonfiction texts contain a glossary that</p>

	- Index - Glossary	allows a reader to find page numbers for specific chapter titles.	find page numbers for specific topics.	allows a reader to find definitions to particular vocabulary words.
<b>Bend Three</b> <i>Learning Goal:</i> Readers identify and learn how to use text features	<b>Lesson 11:</b> Looking at Features <b>Teaching Point:</b> Readers learn and use text features to navigate the text and to better understand important information.	<b>Lesson 12:</b> Reading Around the Page <b>Teaching Point:</b> Readers use text features and the first and last sentences of paragraphs to learn the important facts.	<b>Lesson 13:</b> Paying Attention to Text Features in References <b>Teaching Point:</b> Readers use the text features to activate schema to generate questions about the text.	
<b>Bend Four</b> <i>Learning Goal:</i> Readers learn text structures of nonfiction to help identify important information	<b>Lesson 14:</b> 5 Types of Text Structure <b>Teaching Point:</b> Readers notice how writers organize their texts which is called its “structure” (chronological, main idea/description, comparison, problem/solution, cause/effect)	<b>Lesson 15:</b> Chronological <b>Teaching Point:</b> Readers identify that sometimes writers use chronological text structure to determine what is important to pay attention to when reading texts filled with many real-world facts.	<b>Lesson 16:</b> Compare/Contrast <b>Teaching Point:</b> Readers understand how to use the comparison text structure to make connections and deepen their understanding.	<b>Lesson 17:</b> What’s the Problem? <b>Teaching Point:</b> Readers know that writers sometimes use the problem/solution text structure to help us focus on the big ideas.
	<b>Lesson 18:</b> Describe it To Me! <b>Teaching Point:</b> Readers can identify that sometimes writers use the main idea/description text structure to present information about a subject by describing its features or characteristics and providing examples.			
<b>Bend Five</b> <i>Learning Goal:</i> Readers synthesize to create meaning and foster understanding of what they have read	<b>Lesson 19:</b> Using Strategies to Synthesize <b>Teaching Point:</b> Readers can use particular nonfiction reading strategies such as, activate prior knowledge, skim and scan, use context clues for new vocabulary,	<b>Lesson 20:</b> Monitor Meaning <b>Teaching Point:</b> Readers can synthesize meaning by partner reading, rereading, chunking and asking themselves, “I’m thinking...Now I’m thinking...So this is really about...”	<b>Lesson 21:</b> Retell to Synthesize <b>Teaching Point:</b> Readers can summarize to find the meaning of a nonfiction text.	<b>Lesson 22:</b> Use Many Sources <b>Teaching Point:</b> Readers can use several different nonfiction sources on one topic to become experts.

	identify author's purpose, and determine meaning			
<p><b><u>Bend Six (optional)</u></b>  Learning Goal:  Readers understand the differences between literary and expository nonfiction texts.</p>	<p><b><u>Lesson 23:</u></b> Fiction Vs. Literary Nonfiction  <b><u>Teaching Point:</u></b> Readers can use what they know about fiction to read literary nonfiction.</p> <ul style="list-style-type: none"> <li>- Envision Setting</li> <li>- Identify Character Struggles</li> <li>- Grow Ideas about Characters</li> <li>- Identify Theme or Big Idea</li> </ul>	<p><b><u>Lesson 24:</u></b> Chunking the Text  <b><u>Teaching Point:</u></b> Readers chunk literary nonfiction texts based on time/important events.</p>	<p><b><u>Lesson 25:</u></b> Pull Out the Nonfiction Information  <b><u>Teaching Point:</u></b> Readers “pull out” the nonfiction information from literary nonfiction texts to understand the factual information being presented.</p>	<p><b><u>Lesson 25:</u></b>  Possible Celebration For Nonfiction:  Create Investigation Posters</p> <p>* Literary Nonfiction is optional, teachers should use their own judgement to determine whether their classes can handle this genre.</p>

**Reading Unit Title / Topic:** Book Clubs (e.g., series, mystery, biography)

**Unit Duration:** 4 weeks

## Stage 1: Desired Results

### Established Goals:

#### New Jersey Student Learning Standards (NJSLs) for English

RL.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

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

RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

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

RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

RI.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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

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

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

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

RI.3.6 Distinguish their own point of view from that of the author of a text

RI.3.7 Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

RI.3.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.

W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

B. Provide reasons that support the opinion.

C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

D. Provide a conclusion

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

- 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.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
  - B. Form and use regular and irregular plural nouns.
  - C. Use abstract nouns (e.g., *childhood*).
  - D. Form and use regular and irregular verbs.
  - E. Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.
  - F. Ensure subject-verb and pronoun-antecedent agreement.\*
  - G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
  - H. Use coordinating and subordinating conjunctions.
  - I. Produce simple, compound, and complex sentences.
- L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Choose words and phrases for effect.\*
  - B. Recognize and observe differences between the conventions of spoken and written standard English.
- L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

### Transfer Goal:

Students will be able to independently use their learning to participate in book discussions with others in which they share their own personal connections, opinions, and analysis of shared texts.

### Meaning

<p><b>Enduring Understandings:</b> <i>Students will understand that:</i></p> <p>Series Book Clubs</p> <ul style="list-style-type: none"> <li>● Readers revise theories, provide relevant textual evidence, and move into interpretation.</li> <li>● Readers revisit classroom charts, class read aloud work, and their own writing about reading and pose a series of questions as they read.</li> <li>● Readers collect information about characters and use specific prompts to make inferences about them.</li> </ul> <p>Mystery Book Clubs</p> <ul style="list-style-type: none"> <li>● Similar structures exist within texts of a common genre.</li> </ul>	<p><b>Essential Questions:</b></p> <p>Series Book Clubs</p> <ul style="list-style-type: none"> <li>● How do readers read the second, third, and fourth books within a series?</li> <li>● How do readers compare and contrast different characters and themes from different series?</li> <li>● How do readers make inferences about characters?</li> </ul> <p>Mystery Book Clubs</p> <ul style="list-style-type: none"> <li>● How do the structures of a genre aid the reader?</li> <li>● How does the genre impact the reader's thinking?</li> <li>● How do mystery readers read for clues?</li> </ul>
---	---



- Readers identify the main problem, grow ideas about characters, and step into the shoes of the detective.
- Readers pay special attention to the setting and new characters that each book in a series introduces.
- Readers slow down their reading and pay attention to the choices that characters make and associate them with the characters' beliefs and morals.
- Readers adopt vocabulary relevant to mysteries (i.e. detective, sleuth, witness) for use in their discussions.

Biography Book Clubs

- Biographies and other forms of narrative nonfiction teach us about the world in which we live

- When they read more than one book in a mystery series, how do readers use the fact that they expect the story to go in a certain way?
- How do mystery readers learn life lessons from the books they read?
- How do readers tackle unfamiliar vocabulary?

Biography Book Clubs

- How can I draw on all that I know about reading narratives and about character development to read biographies (and other forms of narrative nonfiction)?
- How can learning about important figures lead us to impact our world?

**Acquisition of Knowledge & Skills**

Students will know:

Mystery Book Clubs-

- Mysteries follow a sequence of events
- Character's actions affect the sequence of events
- The difference between traits, motivations, actions, and feelings
- Mystery vocabulary terms i.e., suspect, red herring, clue, detective, witness, motive, sidekick, mystery, crime, moral/lesson, etc.
- Mysteries reveal life lessons
- The difference between theme, setting, and plot

Series Book Clubs-

- Vocabulary terms, i.e., character trait, motivation, feeling, actions
- Events affect characters.
- Characters have points of view that may be the same or different from our own.
- Characters are like real people in that they have traits, motivations, feelings, and points of view.
- How to distinguish between literal and nonliteral language. Book Series contain a unifying idea (theme).
- Theories are developed by examining characters' behaviors, actions, and responses over time.
- Theories are revised through accumulation of evidence.

Biography Book Clubs-

- Meaning of main idea
- Key details support the main idea
- Historical events impact the subject of the biography
- The subject of the biography faces adversity
- Events follow a sequence
- Events have a cause/effect relationship
- Narrative nonfiction can be about people, things, or ideas and flows like a storytelling a series of events in the order they happened
- Biographies are one type of narrative nonfiction
- Meaning of point of view
- A reader can have a different point of view on a subject than that of the author

Students will be able to:

Mystery Book Clubs-

- Form questions and find answers when reading mysteries
- Reference text to support answers or thinking
- Describe and analyze characters through their traits, motivations actions, and feelings and formulate theories about characters based on their traits and actions
- Explain how a character's actions affect the sequence of events
- Revise character theories by evaluating evidence in the text
- Make and confirm predictions based on inferences and clues accumulated from text
- Determine life lessons by studying the characters and plot and explain how the life lesson is conveyed through the key details of the text
- Compare and contrast themes, settings, plots, and characters in mysteries in a series.
- Anticipate predictable patterns across mysteries in a series
- Describe how parts of text build on previous parts in earlier sections when reading mysteries

Series Book Clubs-

- Ask and answer questions to increase understanding of the text Refer to text to support answers or thinking
- Infer character's thoughts, feelings, and motivations based on their actions
- Describe and analyze characters through their traits, motivations, feelings, and point of view Identify the moral or lesson by recounting key details in the text
- Determine the meaning of literal and nonliteral language in the text Determine own point of view about story events and compare to the characters'
- State claims about text i.e. characters, events, problems and support with evidence
- Describe how a character changes or stays the same throughout the text using evidence
- Compare character's actions, problems, and obstacles over text or multiple texts for similarities and differences
- Compare and contrast themes, settings, and plots across a character series
- Build, revise, confirm theories about characters based on their actions, change, or growth

Biography Book Clubs-

- Determine the main idea of a text
- Recount the key details of a text
- Explain how the key details support the main idea
- Explain how a series of historical events occur using language that pertains to time, sequence, and cause/effect
- Explain how scientific ideas or concepts came about using language that pertains to time, sequence, and cause/effect
- Explain how steps in a technical procedure occur using language that pertains to time, sequence, and cause/effect
- Distinguish their point of view from that of the author of the text
- Use skills of cause/effect, comparison, and sequencing terminology to describe the logical connection between particular sentences and paragraphs in a text
- Describe and analyze characters through their traits, motivations, actions, feelings, and point of view

**Stage 2: Acceptable Evidence**

**Transfer Task**

Students will be able to conduct and take part in conversations about their book in club selections.

**Stage 3: Activities**

**Potential Teaching Points for Series Book Club**  
(from Teacher's College Reading & Writing Project)

**Series Book Clubs**

- **Bend 1: Launching the Unit— Teaching Clubs to Revisit and Lift the Level of Inferring about Characters**
  - Envisioning the main character but also the secondary characters too
  - Keeping track of settings throughout the book
  - Book clubs set reading goals so that everyone is reading at the same pace and reading to discuss the same amount
  - Noticing patterns in a character's actions or feelings
  - Using Post-it notes and/or readers notebook to keep track of ideas and thoughts
  - Readers develop an idea about the main character but also about the relationships between characters
  - Readers notice what problems the character is facing and how h/she is dealing with that problem
- **Bend 2: Reading Second, Third, and Fourth Books within a Series— Revising Theories, Providing Relevant Textual Evidence, and Moving into**
  - Readers finish multiple books in a series and look for patterns not just in a single book but across multiple books
  - Compare how a situation or problem is similar or different in multiple books in a series
  - Comparing and contrasting how a main character reacts to different problems
  - Predicting how main characters will react or solve a problem
  - Pushing ourselves as readers to think deeply about characters noticing character traits and motivations
  - Growing richer theories about characters
- **Bend 3: Comparing and Contrasting Different Characters and Themes from Different Series**
  - Organizing our thoughts halfway through our new books
  - Readers pay attention to characters in general and their motivations and struggles
  - Readers grow ideas that are interesting, important, and original about characters and/or books
  - Noticing things that recur and resurface often

**Mystery Book Clubs**

- **Bend I: Mystery Readers Read for Clues**
  - Mystery readers start our books wondering, "What's the mystery?" We read the first few pages trying to identify the main problem as well as who the main detective is. Then, we read deeper into the book, paying attention to the clues this main detective finds.
  - Mystery readers often step into the main detective's shoes, almost solving the mystery alongside this character. We try to see whatever the main detective might be seeing, consider all the clues, and keep guessing solutions, almost as if we were the main detective ourselves.
  - Mystery readers read for clues. We notice and think about all of the information that we are getting and consider why it is important. This helps us to talk about possibilities for how the story may go.
  - Mystery readers read with suspicion. We make a list of suspects as we read, and each time a new character enters the story, we consider whether or not they should be on it. We think about the little details in the story that point to whether a character should be on our list of suspects or not.
  - Mystery readers retrace our steps if we need to by rereading a portion of the story in order to study the information the author has given us to solve the mystery.

- Mystery readers, like detectives, rethink everything. As we read deeper into the book, we consider old clues in the light of new information. Often, we revise our predictions because the story shows us a new clue that we didn't know previously.
- Sometimes a mystery reader sees more than the main detective does. We almost want to share the information we have with the main detective. It's at moments such as these that mystery readers become detectives ourselves.
- Although mystery readers can often identify false clues, sometimes the author tricks us. We consider the specific false clues that threw us off course and consider what the author did to trick us.
- **Bend II: When We Read More Than One Book in a Mystery Series, We Expect the Story to Go in a Certain Way**
  - Readers begin a new book in a mystery series expecting to see familiar faces and places. We know that many mysteries in a series follow a familiar pattern. Also, when we read a third and fourth book in a series, we come to know the main detective's habits and strengths and we can sometimes predict how this character will think or behave or how they will solve a mystery.
  - Mystery readers pay attention to the main detective's sidekick and/or friends who help him to solve a mystery. We note whether the sidekick changes across books or stays the same as well as take note of patterns in the sidekick's behavior, too.
  - Just like detectives often solve a mystery with the help and intelligence of their friends, mystery readers too, discuss our books with our mystery readers in order to make predictions and grow our theories.
- **Bend III: Mystery Readers Learn Life Lessons from Our Books**
  - Mystery readers can learn a lot by studying the choices that characters in our books make. The small choices that a character makes don't just define that character, but they can also guide the choices that we make in our own lives.
  - Mysteries teach readers many valuable lessons about life. Whenever we solve a mystery, we learn something new about human nature. Mysteries teach us that crimes don't remain unsolved and that negative motives are often sought out and punished.
  - Reading mysteries teaches us to be curious in our own lives. Mystery readers become trained to look for clues and details in our real lives that tell us more than someone else might see.

### Biography Book Clubs

- **Bend I: Biography Readers Bring Forward All We Know About Reading Stories**
  - Readers can identify biographies from Expository Nonfiction because the first category is not all about a topic. Instead, a biography is the story of one person's life.
  - Biographies are stories, we can use all we know about reading fictional stories to read biographies. That is, we know that like in fiction, a biography, too, has a central character. This character, called the "subject" of the biography, often wants something but something else gets in the way. This means that the subject often struggles and faces hardships to achieve it.
  - Readers go through biographies trying to understand and develop a theory about the main character, the subject. We ask, "Who is this person?" We pay attention to the decisions he or she makes to understand the subject's specific traits. We also study this person's relationships and ask, "Who is in this person's life? How do those people impact this person?" We expect the person to have both positive and negative relationships. How this subject tackles these relationships teaches us about him or her as a person.
  - Biography readers learn a lot about history from studying the times and rules of the society in which the subject of a biography lived. We pay attention to details of place, time and people's behavior to understand how the person's time differed from our own. We think of time and place as it impacts the person.
  - We constantly ask ourselves, "How does what is happening now connect with what came before?" We know that there is a sequence of cause and effect in the subject's life and that things that happened earlier in this person's life will influence the decisions he or she will make later.
- **Bend II: Biography Readers Not Only Follow a Life Story, We Also Learn to Grasp and Grow**

- Biography readers ask, “What important achievement or qualities made this person’s life important enough to be written about?” We pay attention to the details in the story that show this subject to fall into that category.
- Biography readers realize that almost any biography subject can be described as brave or determined. To take away big messages from a biography, we study the choices this person makes and try to pick the precise word to describe the specific kind of courage or risk-taking that makes this person unique.
- Biography readers note that studying a subject’s life and situation provides us with a window into the time and society in which this person lived. We ask, “What group of people does this person represent?” and develop an understanding about the challenges that this entire group must have faced in these times.
- Biography readers note that often, a subject’s life and time are quite different from our own. We look at the decisions this person made and judge him against the specific circumstances in which he lives rather than analysing him in our own context. Sometimes, we may take a freedom or a right for granted, whereas the subject would have had to show tremendous courage and personal risk to exercise this right or freedom. (We wonder at this person’s pioneering contribution in making these rights or freedoms common to others in later times.)
- Biography readers are often inspired by a subject’s life. We read asking, “What is the life lesson I am learning from this text?”
- **Bend III: Readers Know That Biography Is But One Form of Narrative Nonfiction**
  - Biography readers recognize other kinds of narrative nonfiction. Usually these are true stories about something that happened in history, something that happened recently, or the story of a person who is not easy to identify as a typical hero. This “character” might be a plant, a thing (like a river or a country) or it might be a whole group of people. Readers of narrative nonfiction know that the main character may not be easy to identify at first but we ask, “Who or what is this story mainly about?” to figure it out.
  - Readers recognize that most narrative nonfiction stories are either tales of achievement or tales of disaster. We know that each of these kinds of story have their own patterns and reasons for being written.
  - Readers of narrative nonfiction know that stories are told for a reason. When we uncover this reason, our understanding of the story takes on a whole new level. We ponder, “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?”
  - Another way of determining a narrative text’s big unifying theme is to study the choice a subject makes during a crucial time. Readers of history pay attention to the difficult choices that make a story worth telling, for example: the choice to raise a voice for the oppressed, to fight for a right, to take a risk by following a dream, to challenge the government, etc.
  - 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 personal inspiration to be braver, stronger people.

**Stage 1: Desired Results****Established Goals:****New Jersey Student Learning Standards (NJSL) for English**

RL.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

RL.3.4. 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.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.

RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- A. Identify and know the meaning of the most common prefixes and derivational suffixes.
- B. Decode words with common Latin suffixes.
- C. Decode multisyllable words.
- D. Read grade-appropriate irregularly spelled words.

RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- 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., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
- C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
- D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
- B. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
- C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

### Transfer Goal:

Students will be able to independently read and comprehend a variety of poems so that in the long run, they will expand their experiences as readers and understand that poetry can teach real-world lessons.

### Meaning

#### Enduring Understandings:

*Students will understand that:*

- Poets share feelings, experiences, or thoughts through well-chosen words, formats, techniques, and poetic elements.
- Poetry can teach and help us experience the “human experience”.
- Poetry has many different purposes and forms

#### Essential Questions:

- What is poetry?
- Why is poetry written/read?
- Is all poetry simil

### Acquisition of Knowledge & Skills

#### Students will know:

- Poets use language to paint a clear picture in a reader’s mind
- Sound impacts the reading of a poem, and can help readers interpret the meaning of a poem.
- We use our five senses to create mental images to aid in understanding poetry.
- Poems have big ideas to be discovered.
- Poetry is written to evoke feelings.
- A poet’s observations of the world affect the poems he/she writes.
- Poems need to be understood from beginning to end.
- Line breaks and white space are the “punctuation of poetry”.
- Poets create meaning by building their poems line by line or stanza by stanza.
- Poets carefully select the words that will create a mood.
- Readers of poetry must look for evidence to support the feelings they infer from the words.
- Poets have a purpose for writing a poem, which the reader must infer.
- Images, rhythm, and text features can help readers understand the poem’s message.

#### Students will be able to:

- Recognize the structural differences among poems
- Read a poem aloud using sound and pause to affect a listener
- Use sound to interpret the meaning of a poem
- Use their five senses to create mental images
- Find the big idea hidden inside a poem
- Question how the words in a poem make them feel
- Analyze how a poem makes them feel in order to understand
- Compare and contrast two or more poems by the same poet/different poets
- Use sensory images and context clues to infer the meanings of unknown words, phrases, and the big idea
- Recognize how poets carefully select the words that will create a mood
- Determine the real meaning and purpose behind a poem
- Stop, review, and rethink as they read to build meaning

### Stage 2: Acceptable Evidence

### Transfer Task

Students will accurately read and comprehend grade level poetry.



## Stage 3: Activities

### Potential Teaching Points

<b>Week One</b>	Teaching Point: Readers notice that poems hide in everyday things that we do.	Teaching Point: Readers notice the different topics in poems.	Teaching Point: Readers discover the mind pictures or images poems evoke	Teaching Point: Readers pay attention to the small details in poems.	Teaching Point: Readers use the sound of words to add definition to poems.
<b>Week Two</b>	Teaching Point: Readers pay attention to the unusual or surprising words to shape poems.	Teaching Point: Readers see how poets say things in new ways.	Teaching Point: Readers notice how poets use comparisons to express thoughts.	Teaching Point: Readers identify how simile is used in poems.	Teaching Point: Readers learn how metaphor is used to express thoughts.
<b>Week Three</b>	Teaching Point: Readers look at inanimate objects and look at them in new ways.	Teaching Point: Readers identify patterns/repetition in poems to read for emphasis	Teaching Point: Readers pay attention to the way poets begin a poem.	Teaching Point: Readers pay attention to the way poets end a poem.	Teaching Point: Readers notice how the title of a poem is connected to the meaning.
<b>Week Four</b>	Teaching Point: Readers use line breaks to help them read the poem the way the poet intended.	Teaching Point: Readers identify the big ideas of their poems.	Teaching Point: Readers find the “story” in the poems they read.	Teaching Point: Readers pay attention to the poet’s message.	Teaching Point: Readers think about the poets and the topics they’ve written about in their poetry

**Reading Unit Title / Topic:** Reading Across Genres/Topics  
(Informational Reading in the content areas)

**Unit Duration:** 4 weeks

## Stage 1: Desired Results

### Established Goals:

#### New Jersey Student Learning Standards (NJSLs) for English

RI.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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

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

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

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

RI.3.6 Distinguish their own point of view from that of the author of a text

RI.3.7 Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

RI.3.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.

W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

- A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- B. Provide reasons that support the opinion.
- C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- D. Provide a conclusion

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

- 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.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

- B. Form and use regular and irregular plural nouns.
  - C. Use abstract nouns (e.g., *childhood*).
  - D. Form and use regular and irregular verbs.
  - E. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
  - F. Ensure subject-verb and pronoun-antecedent agreement.\*
  - G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
  - H. Use coordinating and subordinating conjunctions.
  - I. Produce simple, compound, and complex sentences.
- L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Choose words and phrases for effect.\*
  - B. Recognize and observe differences between the conventions of spoken and written standard English.
- L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

**Transfer Goal:**

Students will be able to independently use their learning to read in the given content area applying appropriate informational reading strategies.

**Meaning**

**Students will understand that:**

*Students will understand that:*

- Informational texts can aid in understanding topics in other academic areas.
- Informational reading strategies and tools are needed to read content-based texts
- Information gained through reading informational texts help us to become experts in content areas.

**Essential Questions:**

- How can my reading life help me in other academic areas?
- How do readers use information gained from texts to build understanding of the topics in other content areas?

**Acquisition of Knowledge & Skills**

**Students will know:**

- Readers gather information from many places in an informational text.
- Informational texts provide a main idea structure where the details support the main idea.
- Text features and search tools provide assistance to the reader to find information efficiently.
- Different texts on the same topic may provide the same or different information.

**Students will be able to:**

- Ask questions before, during, and after reading
- Read to demonstrate understanding of the text
- Determine the main idea and key details of the text
- Explain how the key details support the main idea
- Use strategies to determine the meaning of domain-specific vocabulary (i.e. text features, context clues, structure)
- Use text features and search tools to locate and gather pertinent information related to the topic
- Use information gained from maps, illustrations, and text to show where, when, why and how events occur
- Determine most important points of a text

- Compare and contrast information gathered from more than one text
- Synthesize information gathered from more than one text

## Stage 2: Acceptable Evidence

### Transfer Task

Students will apply informational reading strategies in given content area.

## Stage 3: Activities

### Potential Teaching Points

(from Teacher's College Reading and Writing Project)

- **Bend I: Informational Texts Aid in Understanding Topics in Other Academic Areas**
  - Readers preview films and easy texts to gain an overview of the content area.
  - Readers deepen their comprehension of content area text by asking themselves, "How does this information fit with what I already know about this topic?"
  - Readers skim text in order to make a plan and make their reading purposeful.
  - Readers determine important information by paying attention to the author's clue words (e.g. most, never, always).
  - Readers monitor for meaning by rereading and asking "What is the text really saying?"
  - Readers articulate what they read in their own words in order to internalize learning by saying, "What the author is saying is that..."
  - Readers become engaged with text by developing questions which drive their reading forward in search of answers.
  - Readers develop their ideas and opinions about text by paying attention to interesting information or quotes and "writing off" from them.
  - Readers may choose a sub-topic they want to study in depth.
- **Bend II: Informational Strategies and Tools are Needed to Read Content-Based Texts**
  - Readers link concrete experiences to the content area.
  - Readers connect to the content by asking "How does this information apply to my life?"
  - Readers add their own thoughts and opinions by quoting a fact and saying "That makes me think..."
  - Readers develop a big picture of the content area by engaging in role play activities.
  - Readers develop ideas and opinions based on text and prior knowledge.
  - Readers separate fact from opinion.
  - Readers ask "What is the author trying to get me to think, feel and know about this subject and who benefits from me thinking this way?"
- **Bend III: Presenting Knowledge to Others—Teaching Others with New Knowledge Gained**

# Writing Units of Study

**Writing Unit Title / Topic:** Living a Writerly Life & Maintaining a Writer's Notebook

**Unit Duration:** 3 weeks

## Stage 1: Desired Results

### Established Goals:

#### New Jersey Student Learning Standards (NJSLs) for English

W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

- A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- B. Provide reasons that support the opinion.
- C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- D. Provide a conclusion

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

- 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.3.4. 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.

### Transfer Goal:

Students will independently use their learning to progress through the writing process by actively and accurately engage in the activities and routines practiced in the writing workshop.

### Meaning

#### Enduring Understandings:

*Students will understand that:*

- Writers grow ideas through observing the world around them
- Style and technique influence the ideas writers convey.
- Writers use notebooks to log their ideas
- Writers have many ways to develop and revise stories they create

#### Essential Questions:

- How do writers express themselves? .
- How does living with eyes wide open inspire powerful writing?
- How do writers write with volume, stamina, and speed?
- How do writers become invested in the Writing Workshop?

### Acquisition of Knowledge & Skills

**Students will know:**

- Writer's workshop is structured through mini-lessons, independent writing, conferencing, peer editing, and sharing.
- A Writer's Notebook is essential for gathering and collecting ideas for writing.
- Different strategies are used to generate ideas for writing; such as brainstorming ideas based on special people, places,
- Peer discussion and teacher conferencing is important to determine which seed ideas should be further developed.
- Writing is a process that involves brainstorming, drafting, revising, editing, and publishing.
- Authors use different strategies or formats to organize and plan the structure of their stories.
- A lead hooks the reader by grabbing their attention to the writing.
- Authors use different strategies to create effective leads such as action, setting, onomatopoeia, strong feeling, dialogue, questions and description.
- Writers use dialogue, action, thought, feelings, and sensory details to enhance their narratives.
- Authors recognize the importance of creating a satisfying ending to their stories.
- Editing helps improve our writing.

**Students will be able to:**

- Establish routines for Writer's Workshop.
- Create a personalized writer's notebook that includes artifacts important to their lives.
- Generate a list of seed ideas in their writer's notebook.
- Differentiate between a small and large topic.
- Analyze their seed ideas to compare and contrast the significance of each in order to select a seed idea for writing.
- Apply Writer's Workshop structure to gain an understanding of the writing process.
- Formulate beginning, middle, and end ideas using a strategy of choice.
- Identify strong leads by reading mentor text.
- Practice writing different leads for the same small moment story.
- Locate and describe how an author utilizes dialogue, action, thought, feelings, and sensory details to add meaning to narratives.
- Craft their own endings to their stories by studying published writing.
- Apply editing skills to their writing using an editing checklist.

**Stage 2: Acceptable Evidence****Transfer Task**

Observation of student actions and behaviors during the writing workshop.

**Stage 3: Activities****Potential Teaching Points**

<p><b>Bend One</b> <i>Learning Goal:</i> Writers learn the structure of Writers' Workshop and build a writing community</p>	<p><b>Lesson One:</b> Writers Rehearse for Writing <b>Teaching Point:</b> Writers write about their own life experiences (people, places, objects or events) and collect their ideas in a writer's notebook.</p>	<p><b>Lesson Two:</b> Small Moments <b>Teaching Point:</b> Writers write about small meaningful moments (seeds) rather than a broad topic and grow the seed into a longer writing piece.</p>	<p><b>Lesson Three:</b> Mentor Texts <b>Teaching Point:</b> Writers learn writing techniques by studying the published writing of others (mentor texts).</p>	<p><b>Lesson Four:</b> Conferencing <b>Teaching Point:</b> Writers watch a "fish bowl" conference between teacher and student to understand what conferencing is about.</p>
---	--	--	--	---

			* Smart Exchange – Watermelon/Seed lesson	
<p><b><u>Bend Two</u></b> <i>Learning Goal:</i> Writers compose personal narratives</p>	<p><b><u>Lesson Five:</u></b> Drafting <b><u>Teaching Point:</u></b> Writers reread notebook entries and commit to one to grow into a narrative.</p>	<p><b><u>Lesson Six:</u></b> Movie in My Mind <b><u>Teaching Point:</u></b> Writers tell stories in scenes that unfold like a movie in their mind.</p>	<p><b><u>Lesson Seven:</u></b> Timelines <b><u>Teaching Point:</u></b> Writers plan their writing using a timeline or story mountain format to plan and organize the events of their narrative.</p>	<p><b><u>Lesson Eight:</u></b> Developing Leads <b><u>Teaching Point:</u></b> Writers develop leads for their stories by looking at different mentor texts and choosing from:</p> <ul style="list-style-type: none"> <li>● Action</li> <li>● Dialogue</li> <li>● Images</li> <li>● Setting</li> <li>● Or a combination to create a mood</li> </ul> <p>* Smart Exchange Lead Lesson</p>
<p><b><u>Bend Three</u></b> <i>Learning Goal:</i> Writers Revise &amp; organize their thoughts to Strengthen their writing</p>	<p><b><u>Lesson Nine:</u></b> Paragraphing <b><u>Teaching Point:</u></b> Writers develop paragraphs from whole key sentences to better organize their writing.</p>	<p><b><u>Lesson 10:</u></b> Show Don't Tell <b><u>Teaching Point:</u></b> Writers work to bring their writing to life by “showing”, not just “telling” their story.</p>	<p><b><u>Lesson 11:</u></b> Strong Endings <b><u>Teaching Point:</u></b> Writers conclude using action, dialogue, images or whole-story reminders that make a lasting impression .</p>	<p><b><u>Lesson 12:</u></b> The Heart of the Story <b><u>Teaching Point:</u></b> Writers ask themselves “What’s the most important part of this story?” and develop that section of the story.</p>
<p><b><u>Bend Four</u></b> <i>Learning Goal:</i> Writers edit their writing to make it exactly how they intend it to be read</p>	<p><b><u>Lesson 13:</u></b> Editing Checklist <b><u>Teaching Point:</u></b> Writers use checklists to make a plan for editing. (capitalization, spelling, punctuation, etc.)</p>	<p><b><u>Lesson 14:</u></b> Peer Editing <b><u>Teaching Point:</u></b> Writers can clear up confusion in their writing by having a partner read their work to help them edit.</p>	<p><b><u>Lesson 15:</u></b> Publishing/Celebrating <b><u>Teaching Point:</u></b> Writers notice precise details in others work to exactly name what a writer has done that is especially noteworthy. Writers appreciate the work of others and spotlight them.</p> <p>* Homework from Lesson XVI</p>	<p><b><u>Lesson 16:</u></b> <b><u>Teaching Point:</u></b></p>



**Writing Unit Title / Topic:** Personal Narratives

**Unit Duration:** 4 weeks

## Stage 1: Desired Results

### Established Goals:

#### New Jersey Student Learning Standards (NJSL) for English

W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

- A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- C. Use temporal words and phrases to signal event order.
- D. Provide a sense of closure.

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

- 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.3.4. 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.

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

### Transfer Goal:

Students will be able to independently use their learning to write effective narratives using real experiences and events, so that in the long run they will be able to effectively communicate their thoughts and feelings in writing.

### Meaning

#### Enduring Understandings:

*Students will understand that:*

- Writing is a form of expression.

#### Essential Questions:

- How do writers express themselves?
- How does living with eyes wide open inspire powerful writing?

- Writers grow stories through observing the world around them.

### Acquisition of Knowledge & Skills

#### Students will know:

- Personal narratives are true stories, based on small moments and seed ideas.
- Personal narratives capture our thoughts and feelings in scenes rather than summaries.
- Producing writing topics for personal narratives (seed ideas) happens from recalling significant times, events, and/or feelings from their lives.
- Writers maintain a notebook of ideas, lists, observations, and memories to generate possible topics to write about.
- Writers seek guidance from peers, as well as mentor texts.
- Writers edit and revise to enhance their stories.
- Sensory experiences are used to “show” rather than “tell”
- Characters ‘personalities and voices emerge through unique word selection
- Point of view is the perspective from which a story is told.
- Present tense expresses action in the present time, whereas past tense expresses action that occurred in the past.
- The tone of a narrative sets up an overall feeling.

#### Students will be able to:

- Recognize and generate a list of seed ideas in their writer’s notebook.
- Build writing fluency and stamina through engaging in writing each day.
- Plan and design small moment stories from their notebooks.
- Utilize mentor texts to enhance writing
- Confer with partners and teacher to improve writing through mutual feedback.
- Identify a meaningful, small moment memory from a life experience that will become the basis of his/her narrative.
- Select the structure that best fits the story he/she is writing.
- Write narratives to write real experiences or events.
- Write so that the reader can see, hear, smell, feel and taste the experience directly.
- Describe small moments through carefully constructed dialogue.
- Select a point of view from which to write a story, recognizing that most personal narratives are written in the 1<sup>st</sup> person.
- Consider how present vs. past tense might influence the message and tone of the piece.
- Support their writing with keywords that will help make the audience grasp the intended effect.
- Publish writing utilizing keyboard skills

## Stage 2: Acceptable Evidence

### Transfer Task

Student written personal narrative

## Stage 3: Activities

### Potential Teaching Points

<b><u>Bend One</u></b> <i>Learning Goal:</i>	<b><u>Lesson One:</u></b> Rehearsal for Writing	<b><u>Lesson Two:</u></b> Gather and Generate ideas based upon	<b><u>Lesson Three:</u></b> Generating ideas from strong emotions	<b><u>Lesson Four:</u></b> Choosing a seed to develop into a story
---	---	--	---	--

<p>Using knowledge from the Launching unit, students will be able to independently set goals for improvement and generate a second writing from personal experiences</p>	<p><b>Teaching Point:</b> Writer's set goals to lift the quality of their narrative writing so they improve the quality of their writing, making it more meaningful for themselves and the reader.</p> <ul style="list-style-type: none"> <li>• What makes good writing?</li> <li>• How can I improve my writing?</li> </ul> <p>*Use 1<sup>st</sup> small moment writing, from Launching unit to critique, and set goals for improvement.</p>	<p><b>meaningful moments from their life experiences</b></p> <p>Teaching Point: Writers use <b>turning points</b> in their lives as story ideas :</p> <ul style="list-style-type: none"> <li>• First times</li> <li>• Last times</li> <li>• Times of struggle and growth etc.</li> <li>• Important learnings or realizations</li> </ul>	<p><b>Teaching Point:</b> Writers think about strong feelings and emotions, and use those feelings to generate writings about small moments that have evoked that particular emotion.</p>	<p><b>Teaching Point:</b> Writer's string 2-3 small moments together for a beginning, middle and end, to grow a longer story</p> <ul style="list-style-type: none"> <li>• Review notebook entries for ideas</li> <li>• Create timelines, scenes, or story mountains , to show the organization of events</li> <li>• Identify the heart of the story</li> <li>• Write discovery draft(s)</li> </ul> <p>(possible 2-3 days)</p>
<p><b>Bend Two</b> <i>Learning Goal:</i> Students will apply strategies for the steps of the writing process, to independently plan and draft a second narrative</p>	<p><b>Lesson Five: Finding the heart of a story</b> <b>Teaching Point:</b> Writers write with the purpose of wanting the reader to learn or know something about them.</p> <ul style="list-style-type: none"> <li>• Why am I writing this?</li> <li>• What do I want the reader to know, feel or learn about me?</li> <li>• Identify external and internal parts of the story</li> </ul>	<p><b>Lesson Six: Crafting a lead</b> <b>Teaching Point:</b> Writers hook the reader with a strong beginning using dialogue, action, or setting a scene, to help the reader visualize and become interested in the story.</p> <ul style="list-style-type: none"> <li>• Students will write 3 different beginnings and chose the most interesting one</li> </ul> <p>(Use of mentor texts to review and analyze types of leads)</p>	<p><b>Lesson Seven: Adding power to the narrative</b> <b>Teaching Point:</b> Writers use scenes from the past or the future to bring out the internal story and add interest, suspense, emotion to their story</p> <ul style="list-style-type: none"> <li>• Show don't tell -adding action and descriptive details</li> <li>• Interesting or meaningful dialogue</li> <li>• Thoughts/actions</li> <li>• Rising action/suspense</li> </ul>	<p><b>Lesson Eight: Crafting strong endings</b> <b>Teaching Point:</b> Writers don't just end stories, they resolve problems, learn lessons, and make changes to end them effectively.</p> <ul style="list-style-type: none"> <li>• What was I thinking or feeling?</li> <li>• What did I learn from this?</li> <li>• How was I, or someone else, changed by this experience?</li> </ul>

			(Use of mentor texts to illustrate descriptive scenes and inferred messages)	<ul style="list-style-type: none"> <li>• What can this experience teach others?</li> </ul> (Use of mentor texts to illustrate effective endings, closing thoughts, and inferred messages)
<p><b><u>Bend Three</u></b>  <i>Learning Goal:</i>            Students will self- edit, and edit with peers, to publish a final draft</p>	<p><b><u>Lesson Nine:</u></b> Revision  <b><u>Teaching Point:</u></b> Writers reread, and have others read their writing, to make sure ideas are clear for the reader, make sense, and contain correct spelling and grammar</p>	<p><b><u>Lesson 10:</u></b>  <b>Publication/Celebration</b>  <b><u>Teaching Point:</u></b> Writers appreciate each other's work by noticing</p>	<p><b><u>Lesson 11:</u></b>  <b><u>Teaching Point:</u></b></p>	<p><b><u>Lesson 12:</u></b>  <b><u>Teaching Point:</u></b></p>

## Stage 1: Desired Results

### Established Goals:

#### New Jersey Student Learning Standards (NJSL) for English

RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

- A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- C. Use temporal words and phrases to signal event order.
- D. Provide a sense of closure.

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

- 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.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- B. Form and use regular and irregular plural nouns.
- C. Use abstract nouns (e.g., *childhood*).
- D. Form and use regular and irregular verbs.
- E. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
- F. Ensure subject-verb and pronoun-antecedent agreement.\*
- G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- H. Use coordinating and subordinating conjunctions.

- I. Produce simple, compound, and complex sentences.
- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize appropriate words in titles.
  - Use commas in addresses.
  - Use commas and quotation marks in dialogue.
  - Form and use possessives.
  - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
  - Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
  - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Choose words and phrases for effect.\*
  - Recognize and observe differences between the conventions of spoken and written standard English.
- L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- Use sentence-level context as a clue to the meaning of a word or phrase.
  - Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
  - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
  - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
  - Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
  - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).
- L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

### Transfer Goal:

Students will be able to understand that writers generate ideas for fictional stories by paying attention to everyday moments and issues in their lives in order to become successful life-long writers.

### Meaning

#### Enduring Understandings:

*Students will understand that:*

- Stories can entertain.
- Authors develop characters that enrich their stories.
- Dialogue is an important element in realistic fiction.

#### Essential Questions:

- Why are stories created?
- What makes a character memorable?
- How can dialogue enhance a story?

### Acquisition of Knowledge & Skills

#### Students will know:

- Realistic fiction is based on events that could happen in real life.
- Characters in realistic fiction typically strive for something or change as a result of a problem just like those of real people.

#### Students will be able to:

- Plan and draft believable stories.
- Design characters, through pictures and words, which face realistic problems or achieve realistic goals.
- Construct character traits and feelings appropriate to the plot of a story.

- Characters in realistic fiction exhibit traits and feelings like those of real people.
- Characters' actions contribute to the sequence of events in a story.
- Realistic fiction follows a sequence that unfolds naturally.
- Realistic fiction is enhanced by dialogue.
- Foreshadowing is the presentation of hints and clues that tip the reader off as to what is to come later in the text.

- Brainstorm character actions, with peers or individually, that will affect the outcome of a story.
- Design and write a plot that unfolds in a sequential manner.
- Compose dialogue throughout text to add voice and tone using proper punctuation.
- Select and compose clues to disperse throughout writing to build curiosity for readers.

## Stage 2: Acceptable Evidence

### Transfer Task

Students will compose realistic fiction stories that include all story elements (character, setting, problem, solution, beginning, middle, end) that fulfill grade three related standards.

## Stage 3: Activities

### Potential Teaching Points

(from Teacher's College Reading & Writing Project)

- Bend 1: Thinking of a Character and of Small Moment Stories for that Character: Generating and Writing Several Short Fiction Books
  - Introducing the genre: using everything we know as writers to write realistic fiction stories
  - Generating focused story ideas and choosing between them Writing with focus, limiting characters and scope and planning through storytelling before drafting
  - Generating volume in both quantity of stories and depth of individual stories
  - Using writing partners to help elaborate with focus
- Bend 2: Revise with Intention: Pull Readers to the Edges of their Seats
  - Making stories come alive by storytelling with detail and thinking about the internal journey of characters
  - Creating tension by including obstacles, complicating problems, and challenging situations
- Bend 3: Repeat the Process and Accumulate Lessons Along the Way Other possible mini-lessons:
  - Reflecting on past work and setting goals for future work
  - Revising for elaboration and characters by storytelling to uncover important details and adding dialogue to highlight important character traits
  - Revising for meaning
  - Trying out literary leads and endings that send a message
  - Polishing for publication

**Writing Unit Title / Topic:** Fairytales

**Unit Duration:**

## Stage 1: Desired Results

### Established Goals:

#### New Jersey Student Learning Standards (NJSL) for English

RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

- A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- C. Use temporal words and phrases to signal event order.
- D. Provide a sense of closure.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

- 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.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- B. Form and use regular and irregular plural nouns.
- C. Use abstract nouns (e.g., *childhood*).
- D. Form and use regular and irregular verbs.
- E. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
- F. Ensure subject-verb and pronoun-antecedent agreement.\*
- G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- H. Use coordinating and subordinating conjunctions.
- I. Produce simple, compound, and complex sentences.

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize appropriate words in titles.
- B. Use commas in addresses.
- C. Use commas and quotation marks in dialogue.
- D. Form and use possessives.



- E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
  - F. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
  - G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Choose words and phrases for effect.\*
  - B. Recognize and observe differences between the conventions of spoken and written standard English.
- L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- 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., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
  - C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
  - D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
  - B. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
  - C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).
- L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*)

**Transfer Goal:**

Students will be able to independently use their learning to develop my written communication skill set to tell a story.

**Meaning**

**Enduring Understandings:**

*Students will understand that:*

- Writers transfer what they know about narrative writing through their own reading and writing experiences to incorporate new writing techniques.

**Essential Questions:**

- What author’s tricks can I use to tweak classic fairy tales and develop new fairy tales?

**Acquisition of Knowledge & Skills**

**Students will know:**

- Fairytales have their own structure
- The characteristics of a fairytale (good vs. evil, happy ending, magic, symbolism)
- Fairytales have a clear sequence of events
- Characters in a fairytale develop in response to events in the story
- Fairytales have been passed down across generations
- Varied characters in a fairytale (hero, villain)
- Fairytales are filled with details allowing the reader to “paint a picture” Temporal words can include (sequence transition words)

**Students will be able to:**

- Create their own fairytale with a happy ending
- Adapt a classic fairytale with an alternate happy ending
- Use mentor texts to identify fairytale language
- Draft, revise and edit fairytales
- Use temporal (sequence transition words) words to create a clear sequence of events
- Use dialogue to illustrate a character’s thoughts and feelings
- Use prior knowledge of the characteristics of fairy tales to create an original fairytale with descriptive and figurative language

## **Stage 2: Acceptable Evidence**

### **Transfer Task**

Students will create fractured fairytales- stories based on original folktales and fairytales with a twist

## **Stage 3: Activities**

## Potential Teaching Points

(from Teacher's College Reading & Writing Project)

### ● **Bend 1: Writing in the Footsteps of the Classics**

- Writers study books, asking, 'What does the author seem to be trying to do when he or she changes some things and not others?' And 'How will a study of someone else's adaptations help me when I write my own?'
- Writers plan how an adaptation of a story will go, deciding on a change that they think will improve the story, and making sure that the change leads to other changes so the whole story fits together. MWTP: Writers tell their stories in two or three scenes (small moment stories)
- Writers story-tell and act out their stories to rehearse them and bring their stories to life. MWTP: Writers use scene planning booklets to plan their upcoming scenes.
- Writers can rehearse in the middle of writing as well as at the start of it. MWTP: Writers figure out an ending that solves the character's big problem.
- Writers of fairy tales use narration, or telling, in some important ways: to introduce the story, to stitch one scene to the next, and to end the story.
- Writers know no work is more powerful than being a tough critic on one's own draft, reading one's writing and judging against goals. (Use Narrative Writing Checklist) MWTP: Writers read other drafts and admire each other's drafts. Writers add to their own list of goals after reading classmates' writing

### ● **Bend II: Follow the Path: Adapting Fairy tales with Independence**

- Writers plan not only their writing, but also their process for making a piece of writing.
- Writers set goals for what the work will be for each day, and also for how they'll do that work.
- Writers write for stories to be read aloud, in ways that make listeners squeal and shiver; at the exciting parts, there are often repeated refrains that add to the tension.
- Writers revise early and use those revisions to lift the level of what they have yet to write.
- Writers often use other authors' writing as mentor texts.
- Writers balance their dialogue by adding accompanying actions that say as much as the dialogue. MWTP: Writers stitch scenes together using narration and words like so and but, or flow phrases like one morning, just then, and suddenly.
- Writers use figurative language to be painting a picture in their readers' minds.
- Writers read their stories out loud, creating their own writing style by smoothing out short or choppy sentences and turning them into smoother, more precise, and well-paced sentences. MWTP: Writers use echo sentences, sentences that we find in mentor texts and we want to use the structure to copy

### ● **Bend III: Blazing Trails: Writing Original Fairy Tales**

- Writers write original tales by using elements of strong narratives: specific characters, motivations, troubles, and resolutions.
- Writers use the magic formula to produce a beautiful fairy tale. MWTP: Writers add villains that belong to the story to add to the magic story formula.
- Writers learn from their own writing. They look back over previous pieces they've written, noting the processes and strategies they used to write those pieces. They ask, 'What worked that I should do again?' 'What didn't work that I could rethink this time?'
- Writers focus characters' actions around an object that's important to the character, which makes those actions more meaningful.
- Writers balance out telling sentences with showing sentences. MWTP: Characters don't just act, they also react to what's • happening around them.
- Writers think of this and put those reactions into words to add to their stories. MTWP: Writers choose one of the three drafts they want to revise and publish.
- Writers revise their fairy tales and utilize magic in their stories to the heart of the story, the beginning, and/or the end of the story. Magic usually pops up especially when the story's trouble pops up.
- Writers show their readers how to read a piece by varying the pace of the writing – by altering whether a moment passes by quickly or slowly.
- Writers find pattern breaks in their writing They then ask themselves how they can edit their writing to fix the broken pattern and keeping the good writing pattern going.

Writing Celebration: Writer's form storytelling circles to use storytelling and acting to perform for an audience.

## Stage 1: Desired Results

### Established Goals:

#### New Jersey Student Learning Standards (NJSL) for English

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
- B. Develop the topic with facts, definitions, and details.
- C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- D. Provide a conclusion.

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

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

W.3.7. Conduct short research projects that build knowledge about a topic.

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

- 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.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- B. Form and use regular and irregular plural nouns.
- C. Use abstract nouns (e.g., *childhood*).
- D. Form and use regular and irregular verbs.
- E. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
- F. Ensure subject-verb and pronoun-antecedent agreement.\*
- G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- H. Use coordinating and subordinating conjunctions.
- I. Produce simple, compound, and complex sentences.

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize appropriate words in titles.
- B. Use commas in addresses.
- C. Use commas and quotation marks in dialogue.

- D. Form and use possessives.
  - E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
  - F. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
  - G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Choose words and phrases for effect.\*
  - B. Recognize and observe differences between the conventions of spoken and written standard English.
- L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

**Transfer Goal:**

Students will be able to independently use their learning to write a piece of informative text that synthesizes and share ideas about a topic of expertise from the perspective of the student.

**Meaning**

**Enduring Understandings:**

*Students will understand that:*

- Informational writing examines a high interest topic and conveys information and ideas clearly.
- Informational writing enables writers to share their expertise about a subject with others.
- Informational writing helps us become better writers by requiring them share ideas outside of themselves.
- Writers generate ideas for informational writing through their life experiences.

**Essential Questions:**

- What is informational writing?
- How does informational writing help us become better writers?
- How do you generate ideas for informational writing?
- How can you share your expertise about a subject with others

**Acquisition of Knowledge & Skills**

**Students will know:**

- Informational articles are non-fiction pieces based on facts.
- Informational writers teach readers about an “expert-topic” that they already know well and do not have to research.
- Writers can only engage readers in a topic if a writer is engaged in that topic.
- Prewriting lays the foundation for all genres of writing.
- Main ideas need to be supported with strong supporting details.
- An introduction (lead) is important because it can encourage curiosity and interest in a topic and make your reader want to read the article.
- Informational writing must have a thesis.
- An effective conclusion reiterates main ideas and keeps readers thinking.

**Students will be able to:**

- Locate examples of informational articles from everyday lives, including *Time for Kids* magazines, social studies and science textbooks and nonfiction books.
- Brainstorm and develop list of “expert topics” that interest them and in which they have good knowledge.
- Generate categories for choosing the best “expert topic” to write about including activities, places, things they are good at, people animals, etc.
- Write all words and phrases associated or related to their topic on sticky notes or in their writer’s notebooks to compare which topic they know best.
- Identify and discuss main ideas and supporting details in a whole-class mini lesson, using a sample article.

- Draft and edit body paragraphs to ensure main ideas are supported.
- Recall types of leads developed in personal narrative writing(question, set the scene, or mazing fact) and apply one that fits best to their own writing.
- Construct a thesis statement to be combined with an effective lead.
- Draft, compare, and decide upon a conclusion that effectively reiterates the main idea.

## Stage 2: Acceptable Evidence

### Transfer Task

Student completed informational text that is based on a topic of interest.

## Stage 3: Activities

## Potential Teaching Points

(from Lucy Calkin's Writing Units of Study)

### ● **Bend I: Launching the Unit: Information Writers Try On Topics, then Revise those Topics with an Eye Toward Greater Focus**

- Writers of information books study published writing, imagining the books they will create and paying close attention to ways that published authors entice readers to learn about a topic.
- Information writers grow potential topic ideas in their notebooks, thinking, 'If I had to teach a course to the other kids in the class what would I teach?'
- Some information writers write potential back-of-the-book blurbs, imagining how their books might go and why those books would interest readers.
- Information writers try on possible topics, choosing one that they feel they could teach really well. ○ Mid-workshop teaching point: Information writers often make a plan for how their books could go. One way they do this is by creating a table of contents for their work, determining the chapters that could go in their books based on smaller topics that fit into their bigger topic.
- I want to remind you, today, of strategies we've been using in social studies. In social studies, you've been working hard to think through new information about different topics, and you've used writing to do this. Information writers in any subject can use those same strategies to write about topics in different ways. We can make webs, sketches, timelines and T-charts about topics we're focusing on as a way to show what we know in different ways. ○ Mid-workshop teaching point: I wanted to point something out that I noticed today. \_\_\_\_\_ was trying out a web about \_\_\_\_\_. And he realized that each little bubble on his web could become a sub-topic, or chapter in his book. And then he decided to make a web about that sub-topic, as a way to plan his chapter. This is a big idea I want to teach you: any writing strategy (sketching, timelining, writing to think...) that we've tried on a big topic, we can also use to write about sub-topics or chapters!

### ● **Bend II: Writers Plan and Organize Chapters Prior to Drafting, Using Different Text Structures**

- Information writers often treat each chapter topic the same way we did our first topic and we ask: What do I know about this topic? What would the table of contents be for this topic? And we make sure that we are pushing to write in our notebook all the information we want to share with our readers about each part of our chapter topic.
- Writers, you're ready for a next step! Because when information writers are this far along in their writing, they're already thinking about drafting. You remember from our other writing units this year that before we draft, we have a plan for how our writing will go.
- For each chapter, information writers don't just think about what they will write, but now they plan for how they will write it. They ask "What kind of text will this be? Will it be a How-to? A Problem/Solution? An annotated diagram? A little story?" Then they try out that chapter using that same text structure. ○ Mid-workshop teaching point: Information writers understand that the way the page looks helps make the information clear to readers. They choose paper that fits with the structure they're writing in.
- Information writers often turn to mentor writers to discover new structures for their chapters and to find models for the structures they already know. If we're stuck and can't think of how a certain chapter should go, or if we just want to be clearer about a structure we're already trying, we can look closely at how the mentor author organized information in a chapter or a section, and try out that same kind of organization for a chapter we're planning.
- Information writers might choose to include a chapter that shares an opinion. This might sound like "People should..." or "This \_\_\_\_\_ is the best because \_\_\_\_\_" or "It's important to know about \_\_\_\_\_ because..." Of course, these opinions would then be followed by reasons to back them up.

### ● **Bend III: Writers Draft, Incorporating All We Know About Our Topic, and Revise**

- Information writers often start by drafting the pages they are most fired up to write. As they draft, they keep in mind that they are setting up their readers to be experts.
- Information writers organize the information they have collected within each subsection in a way that best teaches the reader. One way writers do this is by saying big or general ideas that the reader needs to know about the subtopic first, before getting to the smaller details.
- Information writers make a plan for the text features that will support each page, such as illustrations, diagrams, charts, and sidebar definitions.

- Information writers study mentor texts, taking note of all of the different kinds of information that writers use to teach readers about subtopics. Information writers often include explanations of important ideas, quotes from experts, facts, definitions, and other examples related to the subtopic.
- Information writers include not only information but some of their own thinking about the information. Information writers might try writing a “twin sentence” to elaborate on a sentence that was just written. We can push to say a little more about what we just wrote. ○ Mid-workshop teaching point: Writers also get more specific as a way to explain something to our readers. If we’ve written “Dogs eat dog biscuits,” we can then explain this by giving the reader a very specific image: “Dog biscuits are shaped like little bones.” Or we might try using a comparison that connects the information to something the reader probably knows: “Dog biscuits are like cookies and cakes for your dog.”
- Information writers stay on the lookout for places where they might need to define vocabulary words that are connected to the topic that might be hard for readers to understand. Writers keep in mind common ways that information writers teach important words and decide which way will be best for each word. ○ Mid-workshop teaching point: Writers of information books revise all the chapters in a book. So remember, any time you’ve tried a revision strategy for one chapter, don’t stop there! See if that same strategy will help you with all your other chapters too.
- Information writers don’t just teach information with words, they teach information with illustrations, charts, diagrams, and other tools that might help the reader to understand. Writers can study mentor texts to get tips on how to create and revise these text features.
- Information writers zoom in to study the structure of each subsection. They make sure that the information is in the right section, that is, that each detail fits with the subtopic. Writers also zoom in on paragraphs within each sub-section, thinking about whether the information in each paragraph fits together.
- Writers revise the introduction of their information books, thinking about how they can set their readers up to be experts in the topic and how they can draw readers in right from the start.
- Information writers revise their concluding section, taking care to sum up the important information and also leave readers with some big ideas. These big ideas could be in the form of a call to action, a warning, a recommendation, or maybe a powerful story.
- Information writers use transition words to move from detail to detail and to connect subtopics to the main topic. We can use words like “in addition...” or “also” when we are adding on to similar information, and words like “however” or “on the other hand” when we are moving to information that’s different or that shows another side.
- **Bend IV: Information Writers Edit Information Books, and Prepare Them for Publication**
  - Information writers edit carefully, taking care to make sure spelling and punctuation are accurate so that readers can best learn the information.
  - Information writers celebrate all of the hard work they have done by getting ready to share the books they have created with others.



## Stage 1: Desired Results

### Established Goals:

#### New Jersey Student Learning Standards (NJSLs) for English

W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

- A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- B. Provide reasons that support the opinion.
- C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- D. Provide a conclusion

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

- 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.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- B. Form and use regular and irregular plural nouns.
- C. Use abstract nouns (e.g., *childhood*).
- D. Form and use regular and irregular verbs.
- E. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
- F. Ensure subject-verb and pronoun-antecedent agreement.\*
- G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- H. Use coordinating and subordinating conjunctions.
- I. Produce simple, compound, and complex sentences.

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize appropriate words in titles.
- B. Use commas in addresses.
- C. Use commas and quotation marks in dialogue.
- D. Form and use possessives.

- E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
  - F. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
  - G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Choose words and phrases for effect.\*
  - B. Recognize and observe differences between the conventions of spoken and written standard English.
- L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

**Transfer Goal:**

Students will be able to independently use their learning to develop big ideas into thesis statements, and eventually full essays, so that others will see and be persuaded by their work and their growth as writers.

**Meaning**

**Enduring Understandings:**

*Students will understand that:*

- Persuasive writing is a powerful way to get people to appreciate a different point of view, change their way of thinking, and/or to take action.
- Persuasive writing involves emotional and logical arguments that are supported by facts, details, or emotional appeals.

**Essential Questions:**

- How do people try to change each other’s opinions?
- How can emotions and logic support a strong argument?

**Acquisition of Knowledge & Skills**

**Students will know:**

- Observing the world around us inspires us to generate passionate ideas.
- Speech writers take a strong position and/or make a specific claim on a topic.
- People can be persuaded in a variety of ways
- The audience influences structure, word choice and content.
- Writers find resources that strengthen their argument.
- Writers strive to include details to support their argument, rather than simply listing their reasons.
- Speech writers must craft their arguments carefully, separating fact and opinion.
- Editing writing clarifies the message to the intended audience

**Students will be able to:**

- Collect and identify local issues in our school and local community. For example, touring our school, reading newspapers and community bulletin boards, reviewing contents of a suggestion box, interviewing school/community member, etc.
- Generate ideas in their writer’s notebooks.
- Recognize and identify persuasion techniques, such as: tapping into emotions; logical arguments that are supported by facts; using an expert or authority.
- Defend point of view by: appealing to the needs of their audience by considering questions and anticipating the counter-argument; using specific parts of speech, such as forming and using comparative/superlative adjectives and adverbs; using repetition to strengthen your claim
- Utilize reliable and relevant resources.
- Identify details to support their reasons.
- Differentiate between fact and opinion.
- Implement rubrics and writer’s checklists to improve their writing

## Stage 2: Acceptable Evidence

### Transfer Task

Student produced persuasive essay.

## Stage 3: Activities

### Potential Teaching Points

- Writers study mentor texts to understand the genre of persuasive texts.
  - Writers determine the evidence that supports a point of view in persuasive essays.
- Writers generate ideas for writing persuasive essays.
  - Writers experiment with the different sides of an issue.
- Writers learn strategies for writing effective persuasive essays.
  - Writers choose one idea and begin to draft a persuasive essay.
  - Writers draft a second persuasive essay and then choose one issue to develop into a finished piece of writing.
  - Writers create strong reasons to support their point of view.
  - Writers gather information from various sources to support their point of view in a persuasive essay.
  - Writers create summaries of what they are reading as they gather information to support their point of view.
  - Writers create introductions for their persuasive essays.
  - Writers build their first argument to support their point of view by using convincing language.
  - Writers build their second argument to support their point of view by including examples.
  - Writers build their third argument to support their point of view by emphasizing a point.
  - Writers include counterarguments for their persuasive essays.
  - Writers create concluding paragraphs for their persuasive essays that end with a final plea. W
- Writers learn strategies for revising and editing persuasive essays.
  - Writers revise their persuasive essays for meaning and clarity.
  - Writers use revision/editing checklists to further revise and edit their writing.
- Concept: Writers publish and share their persuasive essays.
  - A writing community celebrates

**Writing Unit Title / Topic:** Poetry

**Unit Duration:**

## Stage 1: Desired Results

### Established Goals:

#### New Jersey Student Learning Standards (NJSL) for English

RL.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

RL.3.4. 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.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.

RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

E. Identify and know the meaning of the most common prefixes and derivational suffixes.

F. Decode words with common Latin suffixes.

G. Decode multisyllable words.

H. Read grade-appropriate irregularly spelled words.

RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

D. Read grade-level text with purpose and understanding.

E. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

F. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

E. Use sentence-level context as a clue to the meaning of a word or phrase.

F. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).

G. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).

H. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

D. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).

E. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).

F. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

### Transfer Goal:

Students will be able to independently use their learning to read and write a variety of poetic forms so that they may express themselves artistically

### Meaning

#### Enduring Understandings:

*Students will understand that:*

- A variety of methods are used to communicate thoughts, feelings and ideas effectively.
- Meter, rhyme, stanzas, and other poetic elements all work together to create meaning in a poem.
- People write poetry to express their thoughts and emotions in a creative, unique way

#### Essential Questions:

- What makes poetry a unique form of writing?
- Can poetry make our lives more meaningful?
- Why do people write poetry?

### Acquisition of Knowledge & Skills

#### Students will know:

- Key terms- simile, metaphor, personification, hyperbole, alliteration, end rhyme, onomatopoeia, repetition and rhythm
- How specific poetic devices and forms have diverse effects on readers.
- How the sounds of poetry in their writing affect readers differently
- How the figures of speech in their writing create imagery.
- How authors send messages to their readers with their crafts as writers.
- The various roles poetry plays in songwriting.

#### Students will be able to:

- Identify and demonstrate an understanding of how writers use figures of speech (simile, metaphor, personification and hyperbole).
- Identify and demonstrate an understanding of the sounds of poetry (alliteration, lyrics, stanza, end rhyme, onomatopoeia, repetition, rhythm, ballad, verses and chorus).
- Analyze their own and other's poetry for strengths and weaknesses
- Evaluate and respond to daily poetry in reflection journals.
- Work effectively and cooperatively in groups and/or pairs to create poetry of different styles
- Independently assess peer writing
- Generate published poetry in a typed portfolio

### Stage 2: Acceptable Evidence

#### Transfer Task

Student completed piece of poetry.

### Stage 3: Activities

### Potential Teaching Points

<b>Week One</b>	Teaching Point: Writers identify and chart the attributes of poems.	Teaching Point: Writers think about special moments in their lives and record the small details.	Teaching Point: Writers collect ideas for poetry by describing strong feelings they've had.	Teaching Point: Writers think about questions or wonderings they've had to gather ideas.	Teaching Point: Writers write with detail when writing poems.
<b>Week Two</b>	Teaching Point: Writers use the five senses to get ideas for poems.	Teaching Point: Writers use descriptive language to paint a picture.	Teaching Point: Writers say things in unusual ways to create poetry.	Teaching Point: Writers use comparisons to say things in new ways.	Teaching Point: Writers create image boxes that focus on what they see, hear, smell, taste and feel.
<b>Week Three</b>	Teaching Point: Writers experiment with white space to slow down the pace or tone of a poem.	Teaching Point: Writers look at ordinary things and write about them in unusual ways	Teaching Point: Writers try out different ways to begin a poem.	Teaching Point: Writers use repetition in poems to create a beat or rhythm.	Teaching Point: Writers begin a draft of their poems.
<b>Week Four</b>	Teaching Point; Writers revise their poems for descriptive language..	Teaching Point: Writers revise their poems by taking out unnecessary words.	Teaching Point: Writers edit for correct spelling.	Teaching Point: Writers publish by illustrating their poems.	Teaching Point: Writers celebrate with a poetry reading.

**Writing Unit Title / Topic:** Research

**Unit Duration:**

## Stage 1: Desired Results

### Established Goals:

#### New Jersey Student Learning Standards (NJSL) for English

W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

- A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- B. Provide reasons that support the opinion.
- C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- D. Provide a conclusion

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
- B. Develop the topic with facts, definitions, and details.
- C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- D. Provide a conclusion.

W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

- A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- C. Use temporal words and phrases to signal event order.
- D. Provide a sense of closure.

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

W.3.7. Conduct short research projects that build knowledge about a topic.

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

- 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.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- B. Form and use regular and irregular plural nouns.

- C. Use abstract nouns (e.g., *childhood*).
  - D. Form and use regular and irregular verbs.
  - E. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
  - F. Ensure subject-verb and pronoun-antecedent agreement.\*
  - G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
  - H. Use coordinating and subordinating conjunctions.
  - I. Produce simple, compound, and complex sentences.
- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- A. Capitalize appropriate words in titles.
  - B. Use commas in addresses.
  - C. Use commas and quotation marks in dialogue.
  - D. Form and use possessives.
  - E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
  - F. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
  - G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Choose words and phrases for effect.\*
  - B. Recognize and observe differences between the conventions of spoken and written standard English.
- L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

**Transfer Goal:**

Students will be able to independently use their learning to research a topic or person of interest and develop a piece of writing that synthesizes and share ideas about their researched topic and/or person.

**Meaning**

**Enduring Understandings:**

*Students will understand that:*

- Writers synthesize content knowledge through informational writing.

**Essential Questions:**

- How do writers build their expertise of content knowledge?

**Acquisition of Knowledge & Skills**

**Students will know:**

- Research can be used to build knowledge of a topic
- Sources can be used to answer research questions

**Students will be able to:**

- Write about a content area-specific topic aligned with an concurrent science or social studies unit
- Read to gain more information about their topic from a variety sources
- Take notes on relevant information
- Choose appropriate organizational structure
- Support main ideas with supporting details
- Connect information by using transitional words and phrases
- Use writing strategies for planning, revising and editing



- Revise to improve:
  - Structure
  - word choice
  - integration of new learning
- Collaborate with a peers to improve writing

## Stage 2: Acceptable Evidence

### Transfer Task

Students will research a topic of interest and compose a piece of writing (e.g., information, biography or literary nonfiction) that helps to share information gleaned from their research.

## Stage 3: Activities

### Potential Teaching Points

Week One: Writing to Develop Expertise and Grow Ideas

Weeks Two & Three: Deepening Our Expertise/Studying Mentors and Writing Drafts

Week Four: Revising, Editing and Publishing to Get Ready to Teach Others

# Assessments

Assessments are essential in tracking student growth and guiding future instruction. The following are a sample list of the various ways students will be assessed throughout each unit of study (unless indicated otherwise).

*Reading:*

- Developmental Reading Assessment (DRA) (\*conducted two to three times a school year)
- Teacher College's Running Records (\*varies throughout the school year)
- Student Reading Journals/Notebooks
- Student reading logs
- Reading conferences
- Strategy group work
- Guided Reading work
- Book club/Partnership conversation/observation

*Writing:*

- Teacher created rubrics
- Standardized rubrics (e.g., PARCC)
- Writer's notebooks
- Writing conferences
- Student published pieces
- Student rough drafts (including quick writes)

# **Suggested Progression of Grammar**

<b>I = Introduced</b>	<b>D= Developing</b>	<b>M = Mastery</b>
-----------------------	----------------------	--------------------

<b>Skills by Grade Level</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>Capitalization</i>						
Abbreviations				I	D	M
Days of the Week			I	D	M	
First letter of a sentence	I	D	M			
First letter of first, middle and last name	I	D	M			
First letter of name	I	D	M			
Geographic places			I	D	D	M
Holidays			I	D	M	
In dialogue				I	D	M
Letter Salutations/Closings			I	D	D	M
Months of the Year			I	D	M	
Proper Nouns	I	D	D	D	D	M
The word "I"	I	D	M			
Titles				I	D	M

Upper and Lower Case Letters	I	M				
<i>Grammar (Parts of Speech)</i>						
Adjectives	I	D	D	D	D	M
Adverbs			I	D	D	M
Compound words			M			
Conjunctions		I	D	D	D	D
Interjections						I
Modifiers	I	D	D	D	D	M
Nouns	I	D	D	D	D	M
Participles			I	D	D	M
Perfect/Past Perfect Tense						I
Plural Words			I	D	D	M
Prepositional Phrases						I
Prepositions		I	D	D	D	M
Pronouns			I	D	D	M
Tense				I	D	M
Verbs	I	D	D	D	D	M

<i>Grammar (Sentence Structure/Fluency)</i>						
Chronological Structure		M				
Clauses						I
Dialogue			I	D	D	M
List Structure		M				
Paragraphs				I	D	M
Participial Phrases						I
Phrases					I	M
Sentence Building	I	D	D	D	D	M
Simple/Compound/Complex Sentences			I	D	D	D
Subject/Verb Agreement	I	D	D	D	D	M
Tense	I	D	D	D	D	M
Transition Words		I	D	D	D	M
Varied Sentence Lengths		I	D	D	D	M
<i>Punctuation</i>						
Apostrophe use (contractions) (possessive)			I	D	D	M
Colon/semi-colon		I	D	D	D	M
Comma (dialogue)				I	D	M

Comma (in a series)		I	D	D	D	M
Ellipses				I	D	M
End marks (period, question mark, exclamation point)	I	D	D	D	M	
Hyphen, dash, em dash						I
Parentheses						I
Punctuating Dialogue			I	D	D	M
Quotation Marks			I	D	D	M
<i>Text Layout</i>						
Font/Feature of Type	I	D	D	D	D	M
How Layout Conveys Meaning	I	D	D	D	D	M
Nonfiction Text Features				I	D	M
Space between words/concepts of print	I	D	D	D	D	M
Text Features (color, bold, shapes, etc...)	I	D	D	D	D	M
Text/Image Placement	I	D	D	D	D	M