

**Berkeley Heights Public Schools Curriculum
Berkeley Heights, New Jersey**



Reading Units of Study

Grade 3

Date Adopted: July 2021



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ACKNOWLEDGEMENTS

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CURRICULUM WRITING TEAM

We would like to acknowledge and thank the following ELA Grade 3 committee members:

Erika Barton

Carolyn Bowden

Genevieve Dagan

Gina Holzmann

We would also like to thank the additional Grade 3 team members:

Danielle Bamundo, Karen Calabrese, Jennifer Cassidy, Melany Castellanos,

Emily Goodman, and Kara Wilson



DOCUMENT OVERVIEW

The guidelines for developing curriculum in the Berkeley Heights Public Schools include the New Jersey State Learning Standards (NJSLS). These standards spell out specific learning expectations for each grade level and content area. We use a variation of the *Understanding by Design* (UbD) model of curriculum development and organization.

Prerequisite Knowledge and Skills: A brief description of foundational knowledge and skills that students should have mastered to equip them with the readiness skills necessary to make meaning of the objective of this lesson/unit.

Essential Questions and Enduring Understandings: These questions are used to help students conceptualize overarching ideas and to find personal meaning in their learning. Enduring Understandings are statements summarizing important ideas, key take-aways, and core processes that are central to a discipline, and have lasting value beyond the classroom.

Formative Assessment: Assessments that give ongoing diagnosis of learning as students engage in the unit. Results of formative assessment are used for reteaching or extending learning.

Summative Assessment: Assessment that indicates the level of mastery of concepts, knowledge and skills of a unit.

Instructional Strategies/Learning Activities: Describes the differentiated teaching strategies that create high quality instruction to address the needs of all students, engage students in their own learning, and build students' capacity and interest in learning.

Demonstrations of Understanding: These Six Facets underlie students' opportunities to demonstrate their understanding of content knowledge and skills using the *Understanding by Design* model of curriculum.

1. **Explanation:** Students can explain the core meaning of learning in a way that communicates the key concepts embodied in the knowledge and skill of the standard.
2. **Interpretation:** Students can articulate why a particular standard/learning matters, relate it to other learnings, and can translate the impact of this learning on personal, societal, and scientific issues.
3. **Application:** Students can use the learning in new contexts that differ from the instructional context and can modify and flexibly use learning to suit the context.
4. **Perspective:** Students can question assumptions, conclusions and points of view and can express different viewpoints on issues and/or seek different solutions for problems.
5. **Empathy:** Students can "stand in another's shoes" and see a situation from the inside out.
6. **Self-knowledge:** Students can evaluate how they learn, examine what helps and does not help them in the learning process, and set goals to support ongoing learning. Self-knowledge asks students to identify their own barriers to learning, e.g., blind spots, misconceptions.



CURRICULUM PACING GUIDE

UNIT NUMBER	UNIT TITLE	SUGGESTED PACING
1	Building a Reading Life	Sept. - Oct.; 4-6 weeks
2	Reading to Learn	Oct. - Nov.; 4-6 weeks
3	Character Studies	Nov. - Dec.; 4-6 weeks
4	Research Clubs: Elephants, Penguins, and Frogs, Oh My!	Jan. - Feb.; 4-6 weeks
5	Mystery: Foundational Skills in Disguise	March - April; 4-6 weeks
6	Poetry: Making Meaning from Poems and Poetic Craft in Literature	May - June; 4-6 weeks



UNIT TITLE

Building a Reading Life

CONTENT AREA:

Reading

GRADE LEVEL:

3

UNIT NUMBER and SUGGESTED PACING GUIDE FOR UNIT

Unit 1 Approximately 30 instructional days

UNIT FOCUS - SUMMARY OF UNIT

This unit welcomes students to recognize their own identities as people who appreciate reading. Readers will be introduced to the structures, routines, and habits of reading workshop. Students will learn how to choose books that are just right, to self-monitor their rate and volume, and then to reflect on the data they have collected. Next, students will build foundational reading skills in reading comprehension. Envisioning, predicting, and retelling skills will be developed and strengthened. Finally, students will apply strategies to pronounce hard words and phrases and figure out what they mean. Throughout this first unit, the importance of partnerships will be emphasized.

There are a variety of ways to assess readers in this unit. Teachers can learn about students by having them bring in objects or books that help portray their reading life. Teachers can conduct running records using tools such as the *Fountas and Pinnell Benchmark Assessment System* or *Teachers College running records*. These running records will provide information about students' reading levels and their patterns of reading behaviors. In this unit, reading logs will be launched. Teachers will emphasize the importance of how reading volume affects reading rate, moving up levels, and the overall reader. Overall, this unit will help to foster lifelong habits of strong readers.

KEY UNDERSTANDINGS

NEW JERSEY STUDENT LEARNING STANDARDS:

Reading Standards:

- 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.
- 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.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
- 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.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Speaking & Listening Standards:

- 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

- SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language Standards:

- 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 words 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*).

Writing Standards:

- 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.)

PREREQUISITE KNOWLEDGE AND SKILLS:

- Students should have a solid understanding of foundational word work (including phonics - decoding, common phrases, and tier 1 vocabulary)
- Students should be able to use their knowledge of phonics to tackle multisyllabic words and unfamiliar phrases.
- Students should be able to use their knowledge of context clues to understand the text.
- Students should activate schema to help understand text.
- Students should be able to reread level appropriate texts to increase their fluency.
- Students should be able to make predictions.
- Students should have an understanding of literal comprehension.
- Students should have an understanding of basic character traits.
- Students should have an understanding of fiction and nonfiction text structures.

ENDURING UNDERSTANDINGS:

- Readers read and build reading lives.
- Readers determine their relationship toward reading.
- Readers self-monitor their comprehension.
- Readers use word-solving skills.
- Readers read varied genres for different purposes.

ESSENTIAL QUESTIONS:

- How do readers build a reading life?
- What strategies can readers use to help them read and understand a text?
- How do readers tackle more challenging texts?

UNIT LEARNING TARGETS (STUDENTS WILL KNOW):

Readers will know how to

- Set themselves up for a successful reading life
- Choose books that are just right
- Set clear reading goals
- Find and share books using their interests

- Develop partnerships that support reading
- Talk about books with partners and in book clubs
- Check for comprehension by asking and answering questions
- Make movies in their mind and collect information
- Make predictions
- Retell stories
- Tackle more complex texts
- Use strategies to figure out hard words
- Use clues in a text to figure out the meaning of unfamiliar words
- Recognize the meaning of figurative language
- Ask questions to uncover author's purpose
- Celebrate their accomplishments

STUDENTS WILL BE ABLE TO:

- Apply grade-level phonics and word analysis skills in decoding and encoding words.
- Identify the meaning of the most common prefixes and derivational suffixes.
- Decode multisyllabic words and words with suffixes.
- Read grade-appropriate irregularly spelled words.
- Read with sufficient accuracy and fluency to support comprehension.
- Read grade-level text with purpose and understanding.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- 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.
- Retell stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
- Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza.
- Describe how each part of a text builds on earlier sections.
- Distinguish their own point of view from that of the narrator or those of the characters.
- 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).
- Read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

- 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.
- Determine the main idea of a text; recount the key details and explain how they support the main idea.
- Read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

ASSESSMENT - EVIDENCE OF LEARNING AND UNDERSTANDING

FORMATIVE ASSESSMENTS

- Reading conference and small group check-ins
- Anecdotal notes
- Running records
- Fountas and Pinnell Benchmark Assessment
- Reader’s notebook/writing about reading
- Reading Learning Progressions Checklist

SUMMATIVE ASSESSMENTS

- TC Unit Assessment
- Dibels
- LinkIt! (fall, winter and spring)
- Gr. 3 Required Assessment Schedule

ALTERNATE ASSESSMENTS

- Reading conference
- TC Running Records - All levels
- iReady
- A-Z reading Fluency passages
- LLI Assessments
- Oral/written responses
- Access and WIDA Assessments for English Language Learners

LEARNING PLAN/INSTRUCTIONAL STRATEGIES

LEARNING ACTIVITIES AND INSTRUCTIONAL STRATEGIES (INCLUDE MODELS):

Note: Each session may equal one lesson.

Bend 1: Making a Reading Life

Session 1	Building a Powerful Reading Life: In this session, readers will set goals for themselves and carry out their plans.
Session 2	Reading as if Books are Gold: In this session, readers will plan for and set themselves up

	to be a successful reader.
Session 3	Finding Within Reach Books, and Reading Tons of Them: In this session, readers will learn to choose books that are just right and monitor themselves as they read.
Session 4	Setting Goals and Tracking Progress: In this session, readers will set their reading goals and learn to track their progress.
Session 5	Setting up Systems to Find and Share Books: In this session, readers will use their interests to find and share books with others.
Session 6	Reading in the Company of Partners: In this session, teachers will create partnerships to help readers do their best work.

Bend 2: Understanding the Story

Session 7	Readers Check for Comprehension: In this session, readers will ask themselves questions to help them understand what is happening in their books.
Session 8	Follow Textual Cues as You Read: Shift between Envisioning and Assembling Facts: In this session, readers will determine the difference between when they need to make movies in their mind and when they need to gather information.
Session 9	Prediction: In this session, readers will make predictions and as they keep reading, make new predictions when new information is provided.
Session 10	Making Higher-Level Predictions: In this session, readers will make predictions about the main things that will probably happen in the story. They will also draw on text evidence to include details in their predictions.
Session 11	Retelling Stories: In this session, readers will summarize stories to make meaning and discuss their summaries with their partners.
Session 12	Readers Decide How to Lift the Level of Their Reading and Recruit Partners to Support Them: In this session, readers will improve their reading by discussing their books with their classmates.

Bend 3: Tackling More Challenging Texts

Session 13	Tackling Complex Texts Takes Grit: In this session, readers will learn ways to become a stronger reader through grit.
Session 14	Figuring out Hard Words: In this session, readers will practice strategies to tackle difficult words.

Session 15	Using Textual Clues to Figure Out the Meaning of Unfamiliar Words: In this session, readers use context clues to understand challenging words.
Session 16	Making Sense of Figurative Language: In this session, readers will learn that authors can use figurative language and that readers need to use contextual clues to make sense of what they read.
Session 17	Talking Back to the Text: In this session, readers will learn to notice when a text prompts them to ask questions, think over their questions and to rethink in order to come up with possible answers.
Session 18	Raising the Level of the Questions to Unearth Deeper Meaning: Considering Author's Purpose: In this session, readers will learn that readers gather information from their texts to try to understand the author's reason for writing the text.
Session 19	Celebration: In this session, readers celebrate all of their reading accomplishments. Students will draft two pieces of writing. One will be from a personal memory and the other will consist of a memory from something they learned.

OPPORTUNITIES FOR DIFFERENTIATION (SUPPORT AND ENRICHMENT):

[Link redacted]

INTERDISCIPLINARY CONNECTIONS AND CROSS CONTENT STANDARDS:

- Writing, Social Studies, Science, and Technology standards

STATE REQUIREMENTS

AMISTAD AND HOLOCAUST INTEGRATION:

Texts that are appropriate include -

Adler, David A. *A Picture Book of Anne Frank*. New York: Holiday House, 1994.

Adler, David A. *Number on My Grandfather's Arm*. Union of American Hebrew Congregations, n.d.

Bunting, Eve. *Terrible Things*. Philadelphia, PA: Jewish Publication Society, 1996.

Cohen, Barbara. *Molly's Pilgrim*. New York: William Morrow & Co., 1998.

Hesse, Karen. *The Cats in Krasinski Square*. New York: Scholastic Press, 2004.

Innocenti, Roberto. *Rose Blanche*. San Diego, CA: Harcourt Brace, 1996.

McKissack, Patricia. *Amistad: The Story of a Slave Ship*. NY, NY: Penguin Group, 2005.

Oppenheim, Shulamith Levey. *The Lily Cupboard*. New York: HarperTrophy, 1995.

Pinkwater, Daniel Manus. *The Big Orange Splot*. New York: Scholastic Trade, 1993.

Seuss, Dr. *The Sneetches and Other Stories*. New York: Random House, 1988.

Wolkstein, Diane. *Esther's Story*. New York: William Morrow & Co., 1996.

Additional resources:

- Amistad Curriculum - <http://www.njamistadcurriculum.net/>
- Holocaust and Genocide Education - <https://www.nj.gov/education/holocaust/>
- "Learning for Justice" lessons and resources - <https://www.learningforjustice.org/classroom-resources>

21ST CENTURY SKILLS AND CAREER READY PRACTICES:

21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

Standard 9 is composed of the Career Ready Practices and Standard 9.1, 9.2, and 9.3 which are outlined below:

- The 12 Career Ready Practices
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.
- 9.1 Personal Financial Literacy
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.
- 9.2 Career Awareness, Exploration, and Preparation
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.

P21 FRAMEWORK (Partnership for 21st Century Learning):

<https://www.battelleforkids.org/networks/p21/frameworks-resources>

SOCIAL AND EMOTIONAL COMPETENCIES AND SUBCOMPETENCIES (SEL):

- Self-awareness
- Self-management
- Social Awareness
- Responsible Decision-making
- Relationship Skills

<https://www.state.nj.us/education/students/safety/sandp/sel/SELCompetencies.pdf>

SEL Learning Activities may include:

- Mindful moments
- Yoga and/or brain breaks
- Responsive classroom activities
- Morning meeting
- <https://www.centervention.com/social-emotional-learning-activities/>
- <https://www.education.com/lesson-plans/social-emotional-learning/>

INFORMATION, MEDIA, AND TECHNOLOGY INTEGRATION:

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- **Technology Standards**
New Jersey's Technology Standards consist of 8.1 Educational Technology and 8.2 Technology, Engineering, Design and Computational Thinking, which work symbiotically to provide students with the necessary skills for college and career readiness.
<https://www.state.nj.us/education/aps/cccs/tech/>
- **Framework for 21st Century Learning**
<https://www.battelleforkids.org/networks/p21/frameworks-resources>

GLOBAL THINKING:

- **LGBTQIA+:** In accordance with the Inclusive Curriculum Bill A1335, signed into law in NJ in 2020, this document is to include instruction, and instructional materials for Grades 5-12, that accurately portray political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. This curricular document includes classroom materials that are in alignment with NJSLS and Core Curriculum Content Standards and ensures that students receive diverse instruction in history, the social sciences, and other content areas, which cultivates respect towards minority groups, allows students to appreciate differences, and acquires the skills and knowledge needed to function effectively with people of various backgrounds.
- **Diversity, Equity, and Inclusion:** The ability to listen and grow empathy makes way for greater awareness of the importance of community, one's own culture, others' culture, the differences and

similarities amongst people around the world, of the issues facing humanity, and of our shared interest in the success of all people. Having a “global perspective” means that we strive to educate students with the global understanding necessary to address the challenges and successes of our interdependent world. In the Berkeley Heights Public Schools, we are committed to overcoming challenges and to building interest and capacity amongst our students to be engaged with finding and celebrating commonalities and solutions to global problems, and we are committed to ensuring that our community is diverse, equitable, and inclusive. Our mission statement is to honor the diversity of our community and foster inclusiveness and acceptance through a three-tiered approach: celebration, communication, and education.

- **“Learning for Justice” Frameworks:**

<https://www.learningforjustice.org/frameworks>

Lessons and resources - <https://www.learningforjustice.org/classroom-resources>

RESOURCES

CORE INSTRUCTIONAL AND MATERIAL RESOURCES (Including various levels of texts at each grade level)

- **Read Aloud/Suggested texts including -**
Stone Fox, by John Reynolds Gardiner
Indian Shoes, by Cynthia Leitich Smith
- ***We Are Readers - Unit of Study* by Lucy Calkins and Natalie Louis**
- **Columbia Teachers College Pacing Guide**
- **www.heinemann.com - “My Online Resources”**
- **<https://readingandwritingproject.org/> - Create or use your login for access to the “Resource Center” which includes assessments, curriculum calendars, test prep units, videos and PD.**

HUMAN AND PROFESSIONAL RESOURCES

- *The Reading Strategies Book* by, Jennifer Serravallo
- *The Ultimate Read-Aloud Resource* by, Lester Laminack

TEACHER NOTES



UNIT TITLE			
Reading to Learn			
CONTENT AREA:	Reading	GRADE LEVEL:	3
UNIT NUMBER and SUGGESTED PACING GUIDE FOR UNIT			
Unit 2 Approximately 30 instructional days			
UNIT FOCUS - SUMMARY OF UNIT			
<p>This unit teaches readers to read long stretches of nonfiction texts and to read and recognize what the author wants them to learn as opposed to pinpointing specific facts. Students will read expository nonfiction with interest and fluency. They will focus on learning the main idea and text structure. Next, students will utilize higher-level comprehension to engage in conversations to enable them to grow ideas. Finally, students will navigate narrative nonfiction texts. They will learn how to read with different lenses. Readers will read with the lens of story and the lens of reading for information.</p> <p>There are a variety of ways to assess readers in this unit. Conferring and small-group record keeping, reading log data, Post-it assessments, running records, observations of partner conversations, as well as whole-class conversations are important assessment tools. Follow-up running records should also be continued. A pre-assessment and post-assessment is available for this unit. The skills addressed in the pre-assessment are an integral part of nonfiction instruction across the year and high stakes assessments. Overall, this unit will help to develop lifelong habits of strong nonfiction readers so they may be able to read, understand, lift their level of thinking, and synthesize and grow ideas.</p>			
KEY UNDERSTANDINGS			
NEW JERSEY STUDENT LEARNING STANDARDS:			
Reading Standards:			
<ul style="list-style-type: none">● RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.<ul style="list-style-type: none">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.
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- RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
- RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- RI.3.6. Distinguish their own point of view from that of the author of a text.
- RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

- RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
- RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Speaking & Listening Standards:

- 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
- SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language Standards:

- 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 words 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*).

Writing Standards:

- 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.3.7 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.

PREREQUISITE KNOWLEDGE AND SKILLS:

- Students should have a solid understanding of foundational word work (including phonics - decoding, common phrases, and vocabulary)
- Students should be able to use their knowledge of phonics to tackle multisyllabic words and unfamiliar phrases.
- Students should be able to use their knowledge of context clues to understand the text.
- Students should activate schema to help understand text.
- Students should be able to reread level appropriate texts to increase their fluency.
- Students should be able to make predictions.
- Students should have an understanding of literal comprehension.
- Students should be able to ask themselves questions to monitor their own comprehension.
- Students should be able to apply phonics and word analysis skills in decoding and encoding words.
- Students should be able to read with accuracy and fluency to support comprehension.

- Students should be able to make connections and refer back to the text to show understanding.
- Students should be able to determine the meaning of words and phrases.
- Students should be able to distinguish their own point of view from that of the narrator or those of the characters.
- Students should be able to explain how specific aspects of a text's features contribute to what is conveyed by the text.
- Students should be able to 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.
- Students should be able to determine the main idea of a text; recount the key details and explain how they support the main idea both written and orally.
- Students should be able to engage effectively in collaborative discussions with partners.

ENDURING UNDERSTANDINGS:

- Readers build reading stamina by reading long stretches of nonfiction texts.
- Readers determine what the author wants them to learn.
- Readers read nonfiction texts with fluency.
- Readers recognize the structure of a nonfiction text.

ESSENTIAL QUESTIONS:

- How do readers determine importance in expository texts?
- How can readers think and talk about expository texts?
- How can readers grow ideas about narrative nonfiction texts while they read?

UNIT LEARNING TARGETS (STUDENTS WILL KNOW):

Readers will know how to

- Preview a nonfiction text
- Identify the parts of a nonfiction text
- Determine how books seem like they will go, confirming or revising as they read
- Summarize important information along the way
- Recall what is read
- Organize information into categories while reading
- Teach others what they've learned
- Determine main idea and supporting details
- Draft and devise a main idea
- Analyze reading skills and reflect on strengths and areas of improvement
- Think about expository texts
- Monitor reading for significance and interest
- Gather thoughts to discuss in partnerships
- Identify the author's point of view
- Read and think about narrative nonfiction texts
- Identify the type of structure a nonfiction text follows
- Identify important details that contribute to the storyline
- Synthesize secondary details
- Self-monitor reading fluency with unknown vocabulary
- Read narrative nonfiction with different lenses to comprehend information
- Seek out unifying ideas behind the texts read

STUDENTS WILL BE ABLE TO:

- Apply grade-level phonics and word analysis skills in decoding and encoding words.
- Identify the meaning of the most common prefixes and derivational suffixes.
- Decode multisyllabic words and words with suffixes.
- Read grade-appropriate irregularly spelled words.
- Read with sufficient accuracy and fluency to support comprehension.
- Read grade-level text with purpose and understanding.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- 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.
- Retell stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
- Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza.
- Describe how each part of a text builds on earlier sections.
- Read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
- 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.
- Determine the main idea of a text; recount the key details and explain how they support the main idea.
- 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.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- Distinguish their own point of view from that of the author of a text.
- 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).

- 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.
- Read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

ASSESSMENT - EVIDENCE OF LEARNING AND UNDERSTANDING

FORMATIVE ASSESSMENTS

- Reading conference and small group check-ins
- Anecdotal notes
- Running records
- Fountas and Pinnell Benchmark Assessment
- Reader’s notebook/writing about reading
- Reading Learning Progressions Checklist

SUMMATIVE ASSESSMENTS

- TC Unit Assessment
- LinkIt! (fall, winter and spring)
- Gr. 3 Required Assessment Schedule

ALTERNATE ASSESSMENTS

- Reading conference
- TC Running Records - All levels
- iReady
- A-Z reading Fluency passages
- LLI Assessments
- Oral/written responses
- Access and WIDA Assessments for English Language Learners

LEARNING PLAN/INSTRUCTIONAL STRATEGIES

LEARNING ACTIVITIES AND INSTRUCTIONAL STRATEGIES (INCLUDE MODELS):

Note: Each session may equal one lesson.

Bend 1: Determining Importance in Expository Texts

Assessment	
Session 1	Previewing Nonfiction: In this session, readers will explore nonfiction by taking a sneak peek, identifying the parts and thinking about what they will learn.
Session 2	Looking for Structure within a Nonfiction Text: In this session, readers will stop and recap important information to help them recall what they learned.

Assessment	
Session 3	Grasping Main Ideas in Nonfiction Texts: In this session, readers will learn to arrange information into categories as they read.
Session 4	Becoming Experts and Teaching Others from Nonfiction Texts: In this session, readers will concentrate on the main idea and details in their reading and instruct each other with what they have learned.
Session 5	Tackling Complexity: In this session, readers will plan and revise a main idea.
Session 6	Getting Better Requires Clear Goals and Deliberate Work: Learning Progressions: In this session, readers will critique their own reading skills and reflect on their strengths and areas of improvement. In order to grow, readers devise clear goals.

Bend 2: Lifting the Level of Thinking about Expository Texts

Session 7	Reading for Significance: Approaching Nonfiction Reading as a Learner: In this session, readers recognize that they learn from nonfiction texts and they work to find something that interests them.
Session 8	Reading Differently because of Conversations: In this session, readers put their thoughts together and prepare before they talk about a text.
Session 9	Distinguishing Your Own Opinion from That of the Author: In this session, readers will discuss and think about a text separating their point of view from the perspective of the texts they are reading.
Session 10	Lifting the Level of Students' Talk: In this session, readers will shift from reading and thinking about expository texts to a focus on reading and thinking about narrative nonfiction texts.

Bend 3: Synthesizing and Growing Ideas in Narrative Nonfiction

Session 11	Using Text Structure to Hold On to Meaning in Narrative Nonfiction: In this session, readers will learn that you use different ways of reading for different text structures. They will identify the structure of a nonfiction text and use this information to organize their understanding of the text.
Session 12	Summarizing Narrative Nonfiction: In this session, readers notice important details that help them to understand the storyline and learn how to process secondary details and storylines into the larger story.
Session 13	Tackling Hard Words that Complicate Meaning: In this session, readers self-check and split their time between reading fluently and learn how to use context clues when finding

	new vocabulary.
Session 14	Reading Biographies through Different Lenses: In this session, readers need to examine narrative nonfiction differently. They need to understand the story, and comprehend new information.
Session 15	Seeking Underlying Ideas in True Stories: In this session, readers hunt for connecting ideas behind the texts they read.
Session 16	Bringing Your Narrative Nonfiction Lenses to a Broader Range of Texts: In this session, readers use their knowledge about fictional characters when they read nonfiction.
Session 17	Identifying When a Text is Hybrid Nonfiction and Adjusting Accordingly: In this session, readers learn to use authors' signals to shift between narrative and expository strategies.
Session 18	Becoming Your Own Reading Coach: In this session, readers use a self-assessment and reinforce the importance of studying their own work.
Session 19	Celebration: In this session, students celebrate their accomplishments as nonfiction readers by displaying their pieces around the room and encouraging their peers to study each other's work.

OPPORTUNITIES FOR DIFFERENTIATION (SUPPORT AND ENRICHMENT):

[Link redacted]

INTERDISCIPLINARY CONNECTIONS AND CROSS CONTENT STANDARDS:

- Writing, Social Studies, Science, and Technology standards

STATE REQUIREMENTS

AMISTAD AND HOLOCAUST INTEGRATION:

Texts that are appropriate include -

Adler, David A. *A Picture Book of Anne Frank*. New York: Holiday House, 1994.

Adler, David A. *Number on My Grandfather's Arm*. Union of American Hebrew Congregations, n.d.

Bunting, Eve. *Terrible Things*. Philadelphia, PA: Jewish Publication Society, 1996.

Cohen, Barbara. *Molly's Pilgrim*. New York: William Morrow & Co., 1998.

Hesse, Karen. *The Cats in Krasinski Square*. New York: Scholastic Press, 2004.

Innocenti, Roberto. *Rose Blanche*. San Diego, CA: Harcourt Brace, 1996.

McKissack, Patricia. *Amistad: The Story of a Slave Ship*. NY, NY: Penguin Group, 2005.

Oppenheim, Shulamith Levey. *The Lily Cupboard*. New York: HarperTrophy, 1995.

Pinkwater, Daniel Manus. *The Big Orange Splot*. New York: Scholastic Trade, 1993.

Seuss, Dr. *The Sneetches and Other Stories*. New York: Random House, 1988.

Wolkstein, Diane. *Esther's Story*. New York: William Morrow & Co., 1996.

Additional resources:

- Amistad Curriculum - <http://www.njamistadcurriculum.net/>
- Holocaust and Genocide Education - <https://www.nj.gov/education/holocaust/>
- "Learning for Justice" lessons and resources - <https://www.learningforjustice.org/classroom-resources>

21ST CENTURY SKILLS AND CAREER READY PRACTICES:

21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

Standard 9 is composed of the Career Ready Practices and Standard 9.1, 9.2, and 9.3 which are outlined below:

- The 12 Career Ready Practices
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.
- 9.1 Personal Financial Literacy
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.
- 9.2 Career Awareness, Exploration, and Preparation
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.

P21 FRAMEWORK (Partnership for 21st Century Learning):

<https://www.battelleforkids.org/networks/p21/frameworks-resources>

SOCIAL AND EMOTIONAL COMPETENCIES AND SUBCOMPETENCIES (SEL):

- Self-awareness
- Self-management
- Social Awareness
- Responsible Decision-making
- Relationship Skills

<https://www.state.nj.us/education/students/safety/sandp/sel/SELCompetencies.pdf>

SEL Learning Activities may include:

- Mindful moments
- Yoga and/or brain breaks
- Responsive classroom activities
- Morning meeting
- <https://www.centervention.com/social-emotional-learning-activities/>
- <https://www.education.com/lesson-plans/social-emotional-learning/>

INFORMATION, MEDIA, AND TECHNOLOGY INTEGRATION:

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- **Technology Standards**
New Jersey's Technology Standards consist of 8.1 Educational Technology and 8.2 Technology, Engineering, Design and Computational Thinking, which work symbiotically to provide students with the necessary skills for college and career readiness.
<https://www.state.nj.us/education/aps/cccs/tech/>
- **Framework for 21st Century Learning**
<https://www.battelleforkids.org/networks/p21/frameworks-resources>

GLOBAL THINKING:

- **LGBTQIA+:** In accordance with the Inclusive Curriculum Bill A1335, signed into law in NJ in 2020, this document is to include instruction, and instructional materials for Grades 5-12, that accurately portray political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. This curricular document includes classroom materials that are

in alignment with NJSL and Core Curriculum Content Standards and ensures that students receive diverse instruction in history, the social sciences, and other content areas, which cultivates respect towards minority groups, allows students to appreciate differences, and acquires the skills and knowledge needed to function effectively with people of various backgrounds.

- **Diversity, Equity, and Inclusion:** The ability to listen and grow empathy makes way for greater awareness of the importance of community, one's own culture, others' culture, the differences and similarities amongst people around the world, of the issues facing humanity, and of our shared interest in the success of all people. Having a "global perspective" means that we strive to educate students with the global understanding necessary to address the challenges and successes of our interdependent world. In the Berkeley Heights Public Schools, we are committed to overcoming challenges and to building interest and capacity amongst our students to be engaged with finding and celebrating commonalities and solutions to global problems, and we are committed to ensuring that our community is diverse, equitable, and inclusive. Our mission statement is to honor the diversity of our community and foster inclusiveness and acceptance through a three-tiered approach: celebration, communication, and education.
- **"Learning for Justice" Frameworks:**
<https://www.learningforjustice.org/frameworks>
Lessons and resources - <https://www.learningforjustice.org/classroom-resources>

RESOURCES

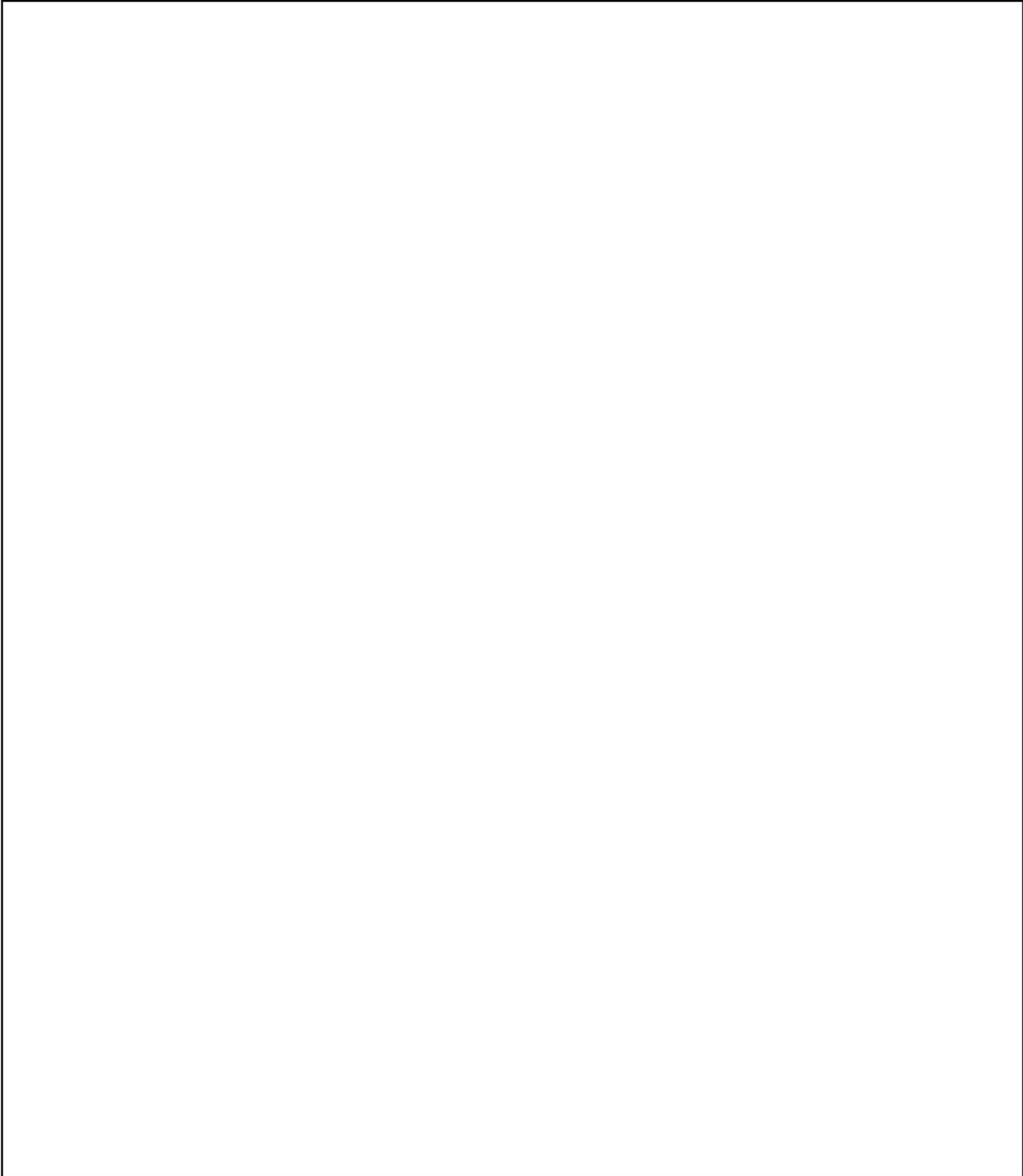
CORE INSTRUCTIONAL AND MATERIAL RESOURCES (Including various levels of texts at each grade level)

- **Read Aloud/Suggested texts including -**
Gorillas by Lori McManus
Frogs and Toads by Bobbie Kalman and Tammy Everts
The Weird and Wonderful Octopus by Anna Gratz
Planting Stories: The Life of Librarian and Storyteller Pura Belpré by Anika Aldamuy Denise.
The Storyteller's Candle by Lucía González
An example of a biography (session 11)
Additional nonfiction books for grade 3
- **We Are Readers - Unit of Study by Lucy Calkins and Natalie Louis**
- **Columbia Teachers College Pacing Guide**
- **www.heinemann.com - "My Online Resources"**
- **<https://readingandwritingproject.org/> - Create or use your login for access to the "Resource Center" which includes assessments, curriculum calendars, test prep units, videos and PD.**

HUMAN AND PROFESSIONAL RESOURCES

- *The Reading Strategies Book* by Jennifer Serravallo
- *The Ultimate Read-Aloud Resource* by, Lester Laminack

TEACHER NOTES





UNIT TITLE

Character Studies

CONTENT AREA:

Reading

GRADE LEVEL:

3

UNIT NUMBER and SUGGESTED PACING GUIDE FOR UNIT

Unit 3 Approximately 30 instructional days

UNIT FOCUS - SUMMARY OF UNIT

This unit spotlights the study of characters and brings readers on a journey similar to the one that characters go on in books. Readers study characters deeply by observing, coming up with ideas about them, and then investigating patterns that reveal characters’ traits and motivations so they may be able to explain evidence-based theories. Readers also think about their characters’ journeys as a predictable story mountain. Finally, students will compare and contrast characters across books by examining their traits, motivations, the way they respond to problems, and the life lessons they learn and teach.

There are a variety of ways to assess readers in this unit. Conferring and small-group record keeping, reading log data, Post-it assessments, running records, observations of partner conversations, as well as whole-class conversations are important assessment tools. Follow-up running records should also be continued. A pre-assessment and post-assessment is available for this unit. The skills addressed in the pre-assessment are an important part of character instruction across the year and high stakes assessments. Overall, this unit will help to determine how readers’ thinking is developing and how much and what they are reading. Readers will begin to realize how characters lure us into books and characters who keep us reading. How much we love a character affects how much we enjoy a story.

KEY UNDERSTANDINGS

NEW JERSEY STUDENT LEARNING STANDARDS:

Reading Standards:

- 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.
- RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
- RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
- RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.
- RL.3.7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Speaking & Listening Standards:

- 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.

Language Standards:

- 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 words 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*).

Writing Standards:

- 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.3.10. 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.

PREREQUISITE KNOWLEDGE AND SKILLS:

- Students should have a solid understanding of foundational word work (including phonics - decoding, common phrases, and vocabulary)
- Students should be able to use their knowledge of phonics to tackle multisyllabic words and unfamiliar phrases.
- Students should be able to use their knowledge of context clues to understand the text.

- Students should activate schema to help understand text.
- Students should be able to make predictions.
- Students should have an understanding of literal comprehension.
- Students should be able to ask themselves questions to monitor their own comprehension.
- Students should be able to read with accuracy and fluency to support comprehension.
- Students should be able to make connections and refer back to the text to show understanding.
- Students should be able to recount stories to determine the central message/theme.
- Students should be able to describe the characters in a story.
- Students should be able to determine the meaning of words and phrases.
- Students should be able to distinguish their own point of view from that of the narrator or those of the characters.
- Students should be able to 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.
- Students should be able to determine the main idea of a text; recount the key details and explain how they support the main idea both written and orally.
- Students should be able to engage effectively in collaborative discussions with partners.
- Students should be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content.

ENDURING UNDERSTANDINGS:

- Readers use inference, synthesis, and prediction to turn their ideas into theories about characters.
- Readers analyze how stories are put together in deliberate ways.
- Readers compare and contrast similarities and differences among characters, how they respond to trouble, and lessons they learn.

ESSENTIAL QUESTIONS:

- How do readers use their theories about characters to come up with predictions?
- How do authors show a character's journey throughout a story?
- How can readers compare and contrast characters, their actions, and the lessons they learn?

UNIT LEARNING TARGETS (STUDENTS WILL KNOW):

Readers will know how to

- Notice how a new character talks and acts
- Recognize what characters are like
- Observe patterns and theories about characters
- Generate theories about characters asking why
- Apply theories about characters to predict
- Self-assess by looking at checklists, noticing strengths and weaknesses, and make new reading goals
- Observe how characters transition across a story in predictable ways
- Notice how characters face problems and how they react to them
- Determine the roles secondary characters play in the main character's journey

- Observe the roles illustrations play in a story
- Zoom in on the climax of a story, notice how the main character is tested
- Examine how a character resolves big trouble
- Recognize when the problem is resolved and lessons learned
- Examine the author's craft
- Compare and contrast similarities and differences among the characters
- Examine the problems characters deal with and how they react
- Debate ideas with no one "right" answer
- Compare and contrast the lessons the characters learned from the problems they faced
- Celebrate with book clubs to develop book sets to put on display

STUDENTS WILL BE ABLE TO:

- Apply grade-level phonics and word analysis skills in decoding and encoding words.
- Identify the meaning of the most common prefixes and derivational suffixes.
- Decode multisyllabic words and words with suffixes.
- Read grade-appropriate irregularly spelled words.
- Read with sufficient accuracy and fluency to support comprehension.
- Read grade-level text with purpose and understanding.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- 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.
- Retell stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
- Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza.
- Describe how each part of a text builds on earlier sections.
- Distinguish their own point of view from that of the narrator or those of the characters.
- 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).
- 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).

- Read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

ASSESSMENT - EVIDENCE OF LEARNING AND UNDERSTANDING

FORMATIVE ASSESSMENTS

- Reading conference and small group check-ins
- Anecdotal notes
- Running records
- Fountas and Pinnell Benchmark Assessment
- Reader’s notebook/writing about reading
- Reading Learning Progression Checklist

SUMMATIVE ASSESSMENTS

- TC Unit Assessment
- LinkIt! (fall, winter and spring)
- Gr. 3 Required Assessment Schedule

ALTERNATE ASSESSMENTS

- Reading conference
- TC Running Records - All levels
- iReady
- A-Z reading Fluency passages
- LLI Assessments
- Oral/written responses
- Access and WIDA Assessments for English Language Learners

LEARNING PLAN/INSTRUCTIONAL STRATEGIES

LEARNING ACTIVITIES AND INSTRUCTIONAL STRATEGIES (INCLUDE MODELS):

Note: Each session may equal one lesson.

Bend 1: Getting to Know a Character as a Friend

Assessment	
Session 1	Readers Notice How a New Character Talks and Acts : In this session, readers will learn about the main character the same way that they learn about a new friend. They will notice how the character talks and acts.
Session 2	From Observations to Ideas: Readers Think, “What is My Character Like?”: In this session, as readers get to know their character more they will study their observations to

	think, “What kind of person is this?”
Assessment	
Session 3	Noticing Patterns, Seeing More: Growing Theories about a Character: In this session, readers notice patterns in a character’s action and feelings in order to develop a theory about the character.
Session 4	Growing Bigger Theories about a Character: Asking Why: In this session, readers will be challenged to “dig deeper,” asking, “Why might the character be this way?”
Session 5	Using Theories about Characters to Predict: In this session, readers will understand their character in deeper ways and they will use this knowledge to predict.
Session 6	Taking Stock and Self-Assessing: Looking at Checklists, Noticing Strengths and Weaknesses, and Making New Reading Goals: In this session, students will study their writing about reading and use the Narrative Reading Learning Progression to analyze their work and set new reading goals.

Bend 2: Following a Character’s Journey

Session 7	Stories Are Shaped Like a Mountain: Readers Watch Characters Go Up--and Down: In this session, readers will recognize how characters move across a story in predictable ways.
Session 8	Readers Expect Characters to Face-and React to-Trouble: In this session, readers notice what problems characters face and how they react to these problems.
Session 9	Readers Notice the Roles Secondary Characters Play in the Main Character’s Journey: In this session, readers pay close attention to the roles that secondary characters play in the main character’s journey.
Session 10	Noticing the Roles Illustrations Play in a Story: In this session, readers investigate the questions “Why might authors include illustrations?” and “What do pictures contribute or add to stories?”
Session 11	Readers Pay Close Attention to the Climax of a Story, Noticing How the Main Character is Tested: In this session, readers anticipate that things will heat up and that the character will be tested in some way. Readers notice how the character reacts, the choices he makes that set him in a new direction, and they reflect on the significance of this moment to his journey.
Session 12	Readers Notice How a Character Resolves Big Trouble: In this session, readers notice how characters draw on traits and internal resources they have had all along to resolve their problems.

Session 13	Readers Learn Lessons Alongside Their Characters: In this session, readers recognize when a story nears the end and a character resolves her problems. Characters, and readers, themselves, learn lessons.
Session 14	Lingering with a Story after It's Done: Looking Back to Analyze Author's Craft: In this session, expert readers think about how all the parts fit together to make the whole story at the end of a book. Readers analyze how the parts of a story go together, noticing what particular parts do, as well as how parts connect.

Bend 3: Comparing and Contrasting Characters Across Books

Session 15	Comparing Characters: Noticing Similarities and Differences: In this session, readers learn to compare books that go together in some way. They think about how the main characters are similar in behavior, what they say, what is important to them, and what makes them different.
Session 16	Readers Compare the Problems Characters Face-and Their Reactions: In this session, readers compare characters in two books and notice the kinds of problems each one faces and how they react to them.
Session 17	Readers Ask, "What Makes You Say That?": In this session, readers develop an understanding about characters across books by exploring a big question with no "right" answer. They will use mini-arguments to share and support these with evidence from the text.
Session 18	Comparing and Contrasting the Lessons Characters Learn: In this session, readers draw comparisons across books through studying the lessons characters learn from the problems that arise.
Session 19	Celebration: In this session, readers celebrate all of their work as character experts. Students work in groups to create text sets showcasing their recommendations.

OPPORTUNITIES FOR DIFFERENTIATION (SUPPORT AND ENRICHMENT):

[Link redacted]

INTERDISCIPLINARY CONNECTIONS AND CROSS CONTENT STANDARDS:

- Writing, Social Studies, Science, and Technology standards

STATE REQUIREMENTS

AMISTAD AND HOLOCAUST INTEGRATION:

Texts that are appropriate include -

Adler, David A. *A Picture Book of Anne Frank*. New York: Holiday House, 1994.

Adler, David A. *Number on My Grandfather's Arm*. Union of American Hebrew Congregations, n.d.

Bunting, Eve. *Terrible Things*. Philadelphia, PA: Jewish Publication Society, 1996.

Cohen, Barbara. *Molly's Pilgrim*. New York: William Morrow & Co., 1998.

Hesse, Karen. *The Cats in Krasinski Square*. New York: Scholastic Press, 2004.

Innocenti, Roberto. *Rose Blanche*. San Diego, CA: Harcourt Brace, 1996.

McKissack, Patricia. *Amistad: The Story of a Slave Ship*. NY, NY: Penguin Group, 2005.

Oppenheim, Shulamith Levey. *The Lily Cupboard*. New York: HarperTrophy, 1995.

Pinkwater, Daniel Manus. *The Big Orange Splot*. New York: Scholastic Trade, 1993.

Seuss, Dr. *The Sneetches and Other Stories*. New York: Random House, 1988.

Wolkstein, Diane. *Esther's Story*. New York: William Morrow & Co., 1996.

Additional resources:

- Amistad Curriculum - <http://www.njamistadcurriculum.net/>
- Holocaust and Genocide Education - <https://www.nj.gov/education/holocaust/>
- "Learning for Justice" lessons and resources - <https://www.learningforjustice.org/classroom-resources>

21ST CENTURY SKILLS AND CAREER READY PRACTICES:

21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

Standard 9 is composed of the Career Ready Practices and Standard 9.1, 9.2, and 9.3 which are outlined below:

- The 12 Career Ready Practices
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.

- 9.1 Personal Financial Literacy
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.
- 9.2 Career Awareness, Exploration, and Preparation
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.

P21 FRAMEWORK (Partnership for 21st Century Learning):

<https://www.battelleforkids.org/networks/p21/frameworks-resources>

SOCIAL AND EMOTIONAL COMPETENCIES AND SUBCOMPETENCIES (SEL):

- Self-awareness
- Self-management
- Social Awareness
- Responsible Decision-making
- Relationship Skills

<https://www.state.nj.us/education/students/safety/sandp/sel/SELCompetencies.pdf>

SEL Learning Activities may include:

- Mindful moments
- Yoga and/or brain breaks
- Responsive classroom activities
- Morning meeting
- <https://www.centervention.com/social-emotional-learning-activities/>
- <https://www.education.com/lesson-plans/social-emotional-learning/>

INFORMATION, MEDIA, AND TECHNOLOGY INTEGRATION:

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- **Technology Standards**
New Jersey's Technology Standards consist of 8.1 Educational Technology and 8.2 Technology, Engineering, Design and Computational Thinking, which work symbiotically to provide students with the necessary skills for college and career readiness.
<https://www.state.nj.us/education/aps/cccs/tech/>
- **Framework for 21st Century Learning**
<https://www.battelleforkids.org/networks/p21/frameworks-resources>

GLOBAL THINKING:

- **LGBTQIA+:** In accordance with the Inclusive Curriculum Bill A1335, signed into law in NJ in 2020, this document is to include instruction, and instructional materials for Grades 5-12, that accurately portray political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. This curricular document includes classroom materials that are in alignment with NJSLS and Core Curriculum Content Standards and ensures that students receive diverse instruction in history, the social sciences, and other content areas, which cultivates respect towards minority groups, allows students to appreciate differences, and acquires the skills and knowledge needed to function effectively with people of various backgrounds.
- **Diversity, Equity, and Inclusion:** The ability to listen and grow empathy makes way for greater awareness of the importance of community, one's own culture, others' culture, the differences and similarities amongst people around the world, of the issues facing humanity, and of our shared interest in the success of all people. Having a "global perspective" means that we strive to educate students with the global understanding necessary to address the challenges and successes of our interdependent world. In the Berkeley Heights Public Schools, we are committed to overcoming challenges and to building interest and capacity amongst our students to be engaged with finding and celebrating commonalities and solutions to global problems, and we are committed to ensuring that our community is diverse, equitable, and inclusive. Our mission statement is to honor the diversity of our community and foster inclusiveness and acceptance through a three-tiered approach: celebration, communication, and education.
- **"Learning for Justice" Frameworks:**
<https://www.learningforjustice.org/frameworks>
Lessons and resources - <https://www.learningforjustice.org/classroom-resources>

RESOURCES

CORE INSTRUCTIONAL AND MATERIAL RESOURCES (Including various levels of texts at each grade level)

- **Read Aloud/Suggested texts including -**
Because of Winn-Dixie by Katie DiCamillo
Each Kindness by Jacqueline Woodson
Indian Shoes, by Cynthia Leitich Smith
Peter's Chair by Ezra Jack Keats
Make Way for Dyamonde Daniel by Nikki Grimes
- ***We Are Readers - Unit of Study* by Lucy Calkins and Natalie Louis**
- **Columbia Teachers College Pacing Guide**
- **www.heinemann.com - "My Online Resources"**
- **<https://readingandwritingproject.org/> - Create or use your login for access to the "Resource Center" which includes assessments, curriculum calendars, test prep units, videos and PD.**

HUMAN AND PROFESSIONAL RESOURCES

- *The Reading Strategies Book* by Jennifer Serravallo

- *The Ultimate Read-Aloud Resource* by, Lester Laminack

TEACHER NOTES



UNIT TITLE

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

CONTENT AREA:

Reading

GRADE LEVEL:

3

UNIT NUMBER and SUGGESTED PACING GUIDE FOR UNIT

Unit 4 Approximately 30 instructional days

UNIT FOCUS - SUMMARY OF UNIT

In this unit, readers form clubs, and each club studies its own animal in Bend I, another animal in Bend II, compares and contrasts those animals in Bend III, and grows big ideas in order to research a more overarching concept like adaptation or survival. As a culminating activity, students apply what they have learned about animals by devising a real-world project such as designing a better zoo. This unit is more than a unit on informational reading. It is a unit based on research and on learning to learn from reading.

There are a variety of ways to assess readers in this unit. Conferring and small-group record keeping, reading log data, Post-it assessments, running records, observations of partner conversations, as well as whole-class conversations are important assessment tools. Follow-up running records should also be continued. A pre-assessment and post-assessment is available for this unit. This unit has the power to change students' lives because they will learn to learn. This is probably the most important skill we can teach them as we set them out into the world.

KEY UNDERSTANDINGS

NEW JERSEY STUDENT LEARNING STANDARDS:

Reading Standards:

- 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.
- RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

- RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- RI.3.6. Distinguish their own point of view from that of the author of a text.
- RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
- RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
- RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Speaking & Listening Standards:

- 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
- SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

- SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language Standards:

- 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 words 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*).

Writing Standards:

- 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. (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.

PREREQUISITE KNOWLEDGE AND SKILLS:

- Students should have a solid understanding of foundational word work (including phonics - decoding, common phrases, and vocabulary)
- Students should be able to use their knowledge of phonics to tackle multisyllabic words and unfamiliar phrases.
- Students should be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content.
- Students should be able to use their knowledge of context clues to understand the text.
- Students should activate schema to help understand text.
- Students should be able to reread level appropriate texts to increase their fluency.
- Students should be able to make predictions.
- Students should have an understanding of literal comprehension.
- Students should be able to ask themselves questions to monitor their own comprehension.
- Students should be able to apply phonics and word analysis skills in decoding and encoding words.
- Students should be able to read with accuracy and fluency to support comprehension.
- Students should be able to make connections and refer back to the text to show understanding.
- Students should be able to determine the meaning of words and phrases.
- Students should be able to distinguish their own point of view from that of the narrator or those of the characters.
- Students should be able to explain how specific aspects of a text’s features contribute to what is conveyed by the words in a story.
- Students should be able to 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.
- Students should be able to determine the main idea of a text; recount the key details and explain how they support the main idea both written and orally.
- Students should be able to engage effectively in collaborative discussions with partners.
- Students should be able to identify text features in a nonfiction text.
- Students should be able to determine how books seem like they will go, confirming or revising as they read.
- Students should be able to recall and summarize important information in a text.
- Students should be able to determine the main idea and supporting details.
- Students should be able to monitor reading for significance and interest.

ENDURING UNDERSTANDINGS:

- Readers collect facts and grow ideas about a topic.

ESSENTIAL QUESTIONS:

- How do readers organize their research and ask and answer questions?

- Readers compare and contrast and synthesize information across texts.
- Readers apply what they have learned about their topic to solve real-world problems.

- How do readers draw on what they have learned to compare and contrast ideas?
- How can readers apply what they have learned to develop ideas and actions to solve real-world problems?

UNIT LEARNING TARGETS (STUDENTS WILL KNOW):

Readers will know how to

- Organize resources and skim table of contents
- Research a topic, identify subtopics and synthesize information
- Read more about a subject and use technical vocabulary to become an expert
- Read with enthusiasm and commitment
- Read and pay attention to traits, motivations, and struggles of nonfiction topics
- Revisit topics and notes and ask Why? and Why not? questions
- Study a new topic using everything known about reading and research strategies
- Use an explaining voice to read with fluency
- Recognize structures of texts and use those structures to organize their notes and learning
- Recognize and use a compare-and-contrast structure in nonfiction texts
- Recognize and use a cause-and-effect structure in nonfiction texts
- Read closely to understand why authors make the choices they do
- Develop expertise about a topic by thinking about patterns and relationships
- Ask questions and form theories about a subject and make plans to further test those theories
- Pause to think about their process and plan what to do next
- Study all of the evidence to grow new evidence-based theories
- Solve problems by thinking about the information needed and make a plan for further work
- Celebrate the information learned and the ideas grown by applying learning to solve real-world problems

STUDENTS WILL BE ABLE TO:

- Apply grade-level phonics and word analysis skills in decoding and encoding words.
- Identify the meaning of the most common prefixes and derivational suffixes.
- Decode multisyllabic words and words with suffixes.
- Read grade-appropriate irregularly spelled words.
- Read with sufficient accuracy and fluency to support comprehension.
- Read grade-level text with purpose and understanding.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- 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.
- Determine the main idea of a text; recount the key details and explain how they support the main idea.
- 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.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- Distinguish their own point of view from that of the author of a text.
- 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).
- 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.
- 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.
- Read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

ASSESSMENT - EVIDENCE OF LEARNING AND UNDERSTANDING

FORMATIVE ASSESSMENTS

- Reading conference and small group check-ins
- Anecdotal notes
- Running records
- Fountas and Pinnell Benchmark Assessment
- Reader's notebook/writing about reading
- Reading Learning Progression Checklist

SUMMATIVE ASSESSMENTS

- TC Unit Assessment
- LinkIt! (fall, winter and spring)
- Gr. 3 Required Assessment Schedule

ALTERNATE ASSESSMENTS

- Reading conference
- TC Running Records - All levels
- iReady
- A-Z reading Fluency passages
- LLI Assessments
- Oral/written responses
- Access and WIDA Assessments for English Language Learners

LEARNING PLAN/INSTRUCTIONAL STRATEGIES

LEARNING ACTIVITIES AND INSTRUCTIONAL STRATEGIES (INCLUDE MODELS):

Note: Each session may equal one lesson.

Bend 1: Researching a Topic

Assessment	
Session 1	Revving Up for a Research Project: Readers Orient Themselves to a Text Set: In this session, readers learn about a topic, review their resources and organize them, read an easy book to get an overview, and scan a table of contents and illustrations.
Session 2	Cross-Text Synthesis: In this session, as readers will dig into a topic by determining the subtopics within it, and as they read more about the subtopics, they synthesize the information the way experts do.
Assessment	
Session 3	Using Lingo or Experts: In this session, readers learn and use that subject's technical vocabulary.
Session 4	Zeal Matters: Pursuing Collaborative Inquiries with Commitment: In this session, readers will work with enthusiasm and commitment.
Session 5	Growing Ideas about Nonfiction: In this session, readers will gain ideas about nonfiction by paying close attention to the traits, motivations, and struggles of their nonfiction topic.
Session 6	Researchers Ask Questions: In this session, readers will analyze the information they gather, asking and answering the important question: Why?

Bend 2: A Second Cycle of Research

Session 7	Planning a Second Study: In this session, readers will plan how to study a new topic, using everything they know about reading and research strategies.
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Session 8	Reading with Volume and Fluency: In this session, readers will use an explaining voice to read with fluency.
Session 9	Readers Notice Text Structures and Use Them to Organize Their Learning: In this session, readers recognize the structure of texts and use the same text structure to help organize their notes and their learning.
Session 10	Compare and Contrast: In this session, readers recognize when an author uses a cause-and-effect structure in nonfiction texts.
Session 11	Cause and Effect: In this session, readers recognize when an author uses a cause-and-effect structure in nonfiction texts.
Session 12	Reading Closely, Thinking Deeply: In this session, nonfiction readers consider the choices the author made and then read closely to understand why the author made those choices.

Bend 3: Synthesizing, Comparing, and Contrasting

Session 13	Experts Widen their Field of Focus and See Patterns: In this session, readers become experts about a topic by thinking about patterns and relationships.
Session 14	Asking Questions, Growing Big Ideas: In this session, readers research similarities and differences, ask questions, and form theories about their topic. Then they create plans to test their theories.
Session 15	Pursuing Questions: In this session, readers learn that experts pause to think about their process, think about where they are, and consider what they need to do next in order to move forward with a plan.
Session 16	Developing Evidence-Based Theories: In this session, readers learn that researchers study all of the evidence and grow their own evidence-based theories.
Session 17	Adding to Theories by Researching Big-Picture Concepts: In this session, readers research all of the evidence to grow new evidence-based theories.
Session 18	Learning to Apply the Knowledge Readers Develop through Their Research: In this session, readers learn that when researching real world problems, they consider ways they might solve the problem, think about information needed, and create a plan for the work they need to do.
Session 19	Finding Solutions to Read-World Problems: A Celebration: In this session, readers celebrate the information learned and the ideas they have grown by applying their learning to solving real-world problems.

OPPORTUNITIES FOR DIFFERENTIATION (SUPPORT AND ENRICHMENT):

[Link redacted]

INTERDISCIPLINARY CONNECTIONS AND CROSS CONTENT STANDARDS:

- Writing, Social Studies, Science, and Technology standards

STATE REQUIREMENTS**AMISTAD AND HOLOCAUST INTEGRATION:****Texts that are appropriate include -**

Adler, David A. *A Picture Book of Anne Frank*. New York: Holiday House, 1994.

Adler, David A. *Number on My Grandfather's Arm*. Union of American Hebrew Congregations, n.d.

Bunting, Eve. *Terrible Things*. Philadelphia, PA: Jewish Publication Society, 1996.

Cohen, Barbara. *Molly's Pilgrim*. New York: William Morrow & Co., 1998.

Hesse, Karen. *The Cats in Krasinski Square*. New York: Scholastic Press, 2004.

Innocenti, Roberto. *Rose Blanche*. San Diego, CA: Harcourt Brace, 1996.

McKissack, Patricia. *Amistad: The Story of a Slave Ship*. NY, NY: Penguin Group, 2005.

Oppenheim, Shulamith Levey. *The Lily Cupboard*. New York: HarperTrophy, 1995.

Pinkwater, Daniel Manus. *The Big Orange Splot*. New York: Scholastic Trade, 1993.

Seuss, Dr. *The Sneetches and Other Stories*. New York: Random House, 1988.

Wolkstein, Diane. *Esther's Story*. New York: William Morrow & Co., 1996.

Additional resources:

- Amistad Curriculum - <http://www.njamistadcurriculum.net/>
- Holocaust and Genocide Education - <https://www.nj.gov/education/holocaust/>
- "Learning for Justice" lessons and resources - <https://www.learningforjustice.org/classroom-resources>

21ST CENTURY SKILLS AND CAREER READY PRACTICES:

21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

Standard 9 is composed of the Career Ready Practices and Standard 9.1, 9.2, and 9.3 which are outlined below:

- **The 12 Career Ready Practices**
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.
- **9.1 Personal Financial Literacy**
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.
- **9.2 Career Awareness, Exploration, and Preparation**
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.

P21 FRAMEWORK (Partnership for 21st Century Learning):

<https://www.battelleforkids.org/networks/p21/frameworks-resources>

SOCIAL AND EMOTIONAL COMPETENCIES AND SUBCOMPETENCIES (SEL):

- Self-awareness
- Self-management
- Social Awareness
- Responsible Decision-making
- Relationship Skills

<https://www.state.nj.us/education/students/safety/sandp/sel/SELCompetencies.pdf>

SEL Learning Activities may include:

- Mindful moments
- Yoga and/or brain breaks
- Responsive classroom activities
- Morning meeting
- <https://www.centervention.com/social-emotional-learning-activities/>
- <https://www.education.com/lesson-plans/social-emotional-learning/>

INFORMATION, MEDIA, AND TECHNOLOGY INTEGRATION:

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- **Technology Standards**
New Jersey's Technology Standards consist of 8.1 Educational Technology and 8.2 Technology, Engineering, Design and Computational Thinking, which work symbiotically to provide students with the necessary skills for college and career readiness.
<https://www.state.nj.us/education/aps/cccs/tech/>
- **Framework for 21st Century Learning**
<https://www.battelleforkids.org/networks/p21/frameworks-resources>

GLOBAL THINKING:

- **LGBTQIA+:** In accordance with the Inclusive Curriculum Bill A1335, signed into law in NJ in 2020, this document is to include instruction, and instructional materials for Grades 5-12, that accurately portray political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. This curricular document includes classroom materials that are in alignment with NJSLS and Core Curriculum Content Standards and ensures that students receive diverse instruction in history, the social sciences, and other content areas, which cultivates respect towards minority groups, allows students to appreciate differences, and acquires the skills and knowledge needed to function effectively with people of various backgrounds.
- **Diversity, Equity, and Inclusion:** The ability to listen and grow empathy makes way for greater awareness of the importance of community, one's own culture, others' culture, the differences and similarities amongst people around the world, of the issues facing humanity, and of our shared interest in the success of all people. Having a "global perspective" means that we strive to educate students with the global understanding necessary to address the challenges and successes of our interdependent world. In the Berkeley Heights Public Schools, we are committed to overcoming challenges and to building interest and capacity amongst our students to be engaged with finding and celebrating commonalities and solutions to global problems, and we are committed to ensuring that our community is diverse, equitable, and inclusive. Our mission statement is to honor the diversity of our community and foster inclusiveness and acceptance through a three-tiered approach: celebration, communication, and education.
- **"Learning for Justice" Frameworks:**
<https://www.learningforjustice.org/frameworks>
Lessons and resources - <https://www.learningforjustice.org/classroom-resources>

RESOURCES

CORE INSTRUCTIONAL AND MATERIAL RESOURCES (Including various levels of texts at each grade level)

- **Mixed-level bins that span three levels (5-6 books at each of three levels) per topic and at least one very easy level (J/K/L) book that offers an overview of the topic**
- **Read Aloud/Suggested texts including -**
Penguins by Bobbie Kalman

Life Cycle of an Emperor Penguin by Bobbie Kalman
The Penguin by Beatrice Fontanel
"A Sea of Headwaiters" from The Whispering Land by Gerald Durrell - Digital Resources
Frogs by Elizabeth Carney
Frogs & Toads "The Life Cycle" and "Deadly Colors" - Digital Resources
"Frogs and Toads: Similar But Different" - Digital Resources
The Life Cycle of a Frog by Bobbie Kalman
Frogs and Toads by Bobbie Kalman
"Habitat" use excerpt from Digital Resources
"Adaptations" Use excerpt from Digital Resources
"Community" Use excerpt from Digital Resources
"Defense and Protection" Excerpt from Digital Resources
"Survival" Excerpt from Digital Resources

- **Read biographies about famous biologists/zoologists**
- **Read about ways to engage in wildlife conservation, such as:**
<http://kids.sandiegozoo.org/conservation>
- **Read about current events around animal conservation, such as:**
<https://newsela.com/articles/animal-trophies-exported/id/18685/>
- ***We Are Readers - Unit of Study* by Lucy Calkins and Natalie Louis**
- **Columbia Teachers College Pacing Guide**
- **www.heinemann.com - "My Online Resources"**
- **<https://readingandwritingproject.org/> - Create or use your login for access to the "Resource Center" which includes assessments, curriculum calendars, test prep units, videos and PD.**

HUMAN AND PROFESSIONAL RESOURCES

- *The Reading Strategies Book* by, Jennifer Serravallo
- *The Ultimate Read-Aloud Resource* by, Lester Laminack

TEACHER NOTES



UNIT TITLE

Mystery: Foundational Skills in Disguise

CONTENT AREA:

Reading

GRADE LEVEL:

3

UNIT NUMBER and SUGGESTED PACING GUIDE FOR UNIT

Unit 5 Approximately 30 instructional days

UNIT FOCUS - SUMMARY OF UNIT

This unit gives students the opportunity to understand how their knowledge of fiction can be applied to their reading of mysteries. This genre is designed to support close and inferential reading. Students utilize valuable skills such as identifying cause-and-effect relationships, predicting outcomes, and analyzing characters' personalities, motivations, choices, and reactions. Mysteries teach readers to synthesize. Students read several mysteries, find patterns across mysteries, and apply what they have learned to any fiction book they read. This unit aims to create the kind of lifelong reader who longs to keep reading to find out what happens next.

There are a variety of ways to assess readers in this unit. Conferring and small-group record keeping, reading log data, Post-it assessments, running records, observations of partner conversations, as well as whole-class conversations are important assessment tools. Follow-up running records should also be continued. A pre-assessment and post-assessment is available for this unit. It is important to keep a close eye on students' reading levels, paying attention to those who are moving up levels and those who are stagnant. Book introductions, guided reading, same book and swap book partnerships, and targeted small-group and conferring instruction is key. Students will be drawn to the excitement, action, and suspense of this genre.

KEY UNDERSTANDINGS

NEW JERSEY STUDENT LEARNING STANDARDS:

Reading Standards:

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

- RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
- RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
- RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.
- RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Speaking & Listening Standards:

- 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.

Language Standards:

- 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 words 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*).

Writing Standards:

- 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.3.8 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.

PREREQUISITE KNOWLEDGE AND SKILLS:

- Students should have a solid understanding of foundational word work (including phonics - decoding, common phrases, and vocabulary)
- Students should be able to use their knowledge of phonics to tackle multisyllabic words and unfamiliar phrases.
- Students should be able to use their knowledge of context clues to understand the text.
- Students should activate schema to help understand text.
- Students should be able to make predictions.
- Students should have an understanding of literal comprehension.
- Students should be able to ask themselves questions to monitor their own comprehension.
- Students should be able to read with accuracy and fluency to support comprehension.
- Students should be able to make connections and refer back to the text to show understanding.

- Students should be able to recount stories to determine the central message/theme.
- Students should be able to describe the characters in a story.
- Students should be able to determine the meaning of words and phrases.
- Students should be able to distinguish their own point of view from that of the narrator or those of the characters.
- Students should be able to 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.
- Students should be able to determine the main idea of a text; recount the key details and explain how they support the main idea both written and orally.
- Students should be able to engage effectively in collaborative discussions with partners.
- Students should be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content.
- Students should be able to recognize what characters are like, observe patterns and theories about characters, and apply theories about characters to predict.
- Students should be able to notice how characters face problems and how they react to them.
- Students should be able to examine the author's craft.

ENDURING UNDERSTANDINGS:

- Readers use literal and inferential thinking to read fiction and to read and solve mysteries.
- Readers recognize patterns across mysteries and think about how they are alike and different from other genres.
- Readers apply their knowledge of mysteries to other fiction texts.

ESSENTIAL QUESTIONS:

- How can mystery readers accumulate information from a text by keeping track of clues, wondering about suspects, monitoring for sense, retelling, and predicting?
- How do readers use text signals to develop theories about how mysteries tend to go?
- How do readers utilize what they know about mysteries and apply it to all aspects of fiction? i.e. What is the problem? What happens next? What is this character really like?

UNIT LEARNING TARGETS (STUDENTS WILL KNOW):

Readers will know how to

- Determine what the mystery is in a book and who the crime solver is
- Play close attention to details that might be clues and use those details to solve the mystery
- Think back about each character to decide if he or she might be the suspect
- Take action and use strategies to deal with the problem
- Investigate an inquiry question
- Discuss ideas with a partner and solve mysteries
- Use strategies to remember what was read and think about the main event and small details that really matter
- Investigate how mysteries are the same and how a mystery book is written
- Read to look for suspects, crime solvers, clues and other features specific to mysteries

- Call on their reading partner to help when they have trouble
- Identify characteristics of mysteries including a red herring, a false clue used to through the reader and detective off the right track
- Think back to hidden clues that may have been missed along the way
- Adjust their reading to slow down or read quickly by using the text signals
- Think about how readers can get stronger, set specific goals, and work on achieving goals
- Apply mystery-reading skills to read any fiction book well
- Think about what matters in a text, figure out who characters are, and decide why they act the way they do
- Make predictions based on the clues from the story and about the characters
- Reflect on thinking and talk to others about ideas

STUDENTS WILL BE ABLE TO:

- Apply grade-level phonics and word analysis skills in decoding and encoding words.
- Identify the meaning of the most common prefixes and derivational suffixes.
- Decode multisyllabic words and words with suffixes.
- Read grade-appropriate irregularly spelled words.
- Read with sufficient accuracy and fluency to support comprehension.
- Read grade-level text with purpose and understanding.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- 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.
- Retell stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
- Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza.
- Describe how each part of a text builds on earlier sections.
- Distinguish their own point of view from that of the narrator or those of the characters.
- 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).
- 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).

- Read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

ASSESSMENT - EVIDENCE OF LEARNING AND UNDERSTANDING

FORMATIVE ASSESSMENTS

- Reading conference and small group check-ins
- Anecdotal notes
- Running records
- Fountas and Pinnell Assessment
- Reader’s notebook/writing about reading
- Reading Learning Progression Checklist

SUMMATIVE ASSESSMENTS

- TC Unit Assessment
- LinkIt! (fall, winter and spring)
- Gr. 3 Required Assessment Schedule

ALTERNATE ASSESSMENTS

- Reading conference
- TC Running Records - All levels
- iReady
- A-Z reading Fluency passages
- LLI Assessments
- Oral/written responses
- Access and WIDA Assessments for English Language Learners

LEARNING PLAN/INSTRUCTIONAL STRATEGIES

LEARNING ACTIVITIES AND INSTRUCTIONAL STRATEGIES (INCLUDE MODELS):

Note: Each session may equal one lesson.

Bend 1: Understanding the Mystery

Assessment	
Session 1	Whodunit? Drawing on All We Know about Solving Mysteries: In this session, readers will learn to ask “What’s the Mystery?” and “Who is the crime solver?”
Session 2	Mystery Readers Try to Solve the Mystery Before the Crime Solver Does: In this session, mystery readers try to solve the crime before the crime solver does by paying close attention to story details that might be clues to help solve the mystery.

Assessment	
Session 3	Mystery Readers Do a Special Kind of Predicting: Suspects, Opportunities, and Motives: In this session, mystery readers learn that the only way to predict who did the crime is to think backward about each character in order to consider if he or she might be a suspect.
Session 4	When the Going Gets Tough, Readers Need Strategies: In this session, readers take action and use strategies to deal with the problem of tricky parts of books.
Session 5	Thoughtful Writing and Talking about Reading: In this session, readers will investigate the inquiry question, “When a reader writes skillfully to think more about reading, what would that writing look like?”
Session 6	Mystery Readers, Like Crime Solvers, Often Collaborate with Partners to Solve Mysteries: In this session, readers will recognize that just as great detectives often depend on a partner to solve crimes, great readers of mysteries also often depend on a partner to discuss ideas and solve mysteries.
Session 7	Holding Onto the Mystery, Even When the Book Is Long and Tricky: In this session, readers tackle long books and use strategies to remember what they read and to hold on to the main events and small details that matter.

Bend 2: Raising the Level of Mystery Reading

Session 8	How Mystery Books Go: Patterns and Common Characteristics: In this session, readers will investigate the questions, “What’s the same across all mysteries? How do mystery books go?”
Session 9	Reading On, Influencing by Knowing How Mysteries Usually Go: In this session, readers figure out how a type of book goes and this knowledge helps him or read differently. In mysteries, readers know to look for suspects, crime solvers, clues and other genre specific features.
Session 10	Raising the Level of Partner Talk: In this session, readers learn that when they run into trouble, they can get help from their reading partner. Their partner can offer positive support or suggest specific strategies to help.
Session 11	The Red Herring: Throwing Readers and Detectives Off the Right Track: In this session, readers learn about the most common characteristics of a mystery - red herring, a false clue devised by the author to throw the readers and detectives off the right track.
Session 12	Finding Hidden Clues: In this session, when readers are surprised by the solution of the mystery, they go back and think about hidden clues they might have missed along the way.
Session 13	What Kind of Mind-Work Does This Mystery Want the Reader to Do?: In this session,

	readers learn that a text signals when to slow down and when to read quickly through the pages.
Session 14	Self-Assessment, Goals, and Practice! : In this session, readers improve by thinking about how they get stronger as readers, set goals, and then work on achieving those goals.

Bend 3: Reading Mysteries Can Help You Read Any Kind of Fiction

Session 15	Readers Apply the Work of One Kind of Fiction to All Fiction: In this session, readers of mysteries can use mystery-reading skills to read any fiction book really well.
Session 16	Fiction Readers Solve Mysteries that Relate to Character and Plot: In this session, readers know and think a lot about what matters, especially characters. Expert fiction readers try to understand characters by determining who they are and why they act the way they do.
Session 17	Using Clues to Drive Predictions: In this session, readers think about what has happened already in the story and about the characters. Based on all the clues they have read, readers make predictions.
Session 18	Celebration: In this session, skilled readers read with alertness, figuring things out for themselves. They are aware of this mind-work, they think about their thinking, and they confer with others about their thinking.

OPPORTUNITIES FOR DIFFERENTIATION (SUPPORT AND ENRICHMENT):

[Link redacted]

INTERDISCIPLINARY CONNECTIONS AND CROSS CONTENT STANDARDS:

- Writing, Social Studies, Science, and Technology standards

STATE REQUIREMENTS

AMISTAD AND HOLOCAUST INTEGRATION:

Texts that are appropriate include -

Adler, David A. *A Picture Book of Anne Frank*. New York: Holiday House, 1994.

Adler, David A. *Number on My Grandfather's Arm*. Union of American Hebrew Congregations, n.d.

Bunting, Eve. *Terrible Things*. Philadelphia, PA: Jewish Publication Society, 1996.

Cohen, Barbara. *Molly's Pilgrim*. New York: William Morrow & Co., 1998.

Hesse, Karen. *The Cats in Krasinski Square*. New York: Scholastic Press, 2004.

Innocenti, Roberto. *Rose Blanche*. San Diego, CA: Harcourt Brace, 1996.

McKissack, Patricia. *Amistad: The Story of a Slave Ship*. NY, NY: Penguin Group, 2005.

Oppenheim, Shulamith Levey. *The Lily Cupboard*. New York: HarperTrophy, 1995.

Pinkwater, Daniel Manus. *The Big Orange Splot*. New York: Scholastic Trade, 1993.

Seuss, Dr. *The Sneetches and Other Stories*. New York: Random House, 1988.

Wolkstein, Diane. *Esther's Story*. New York: William Morrow & Co., 1996.

Additional resources:

- Amistad Curriculum - <http://www.njamistadcurriculum.net/>
- Holocaust and Genocide Education - <https://www.nj.gov/education/holocaust/>
- "Learning for Justice" lessons and resources - <https://www.learningforjustice.org/classroom-resources>

21ST CENTURY SKILLS AND CAREER READY PRACTICES:

21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

Standard 9 is composed of the Career Ready Practices and Standard 9.1, 9.2, and 9.3 which are outlined below:

- The 12 Career Ready Practices
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.
- 9.1 Personal Financial Literacy
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.
- 9.2 Career Awareness, Exploration, and Preparation
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.

P21 FRAMEWORK (Partnership for 21st Century Learning):

<https://www.battelleforkids.org/networks/p21/frameworks-resources>

SOCIAL AND EMOTIONAL COMPETENCIES AND SUBCOMPETENCIES (SEL):

- Self-awareness
- Self-management
- Social Awareness
- Responsible Decision-making
- Relationship Skills

<https://www.state.nj.us/education/students/safety/sandp/sel/SELCompetencies.pdf>

SEL Learning Activities may include:

- Mindful moments
- Yoga and/or brain breaks
- Responsive classroom activities
- Morning meeting
- <https://www.centervention.com/social-emotional-learning-activities/>
- <https://www.education.com/lesson-plans/social-emotional-learning/>

INFORMATION, MEDIA, AND TECHNOLOGY INTEGRATION:

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- **Technology Standards**
New Jersey's Technology Standards consist of 8.1 Educational Technology and 8.2 Technology, Engineering, Design and Computational Thinking, which work symbiotically to provide students with the necessary skills for college and career readiness.
<https://www.state.nj.us/education/aps/cccs/tech/>
- **Framework for 21st Century Learning**
<https://www.battelleforkids.org/networks/p21/frameworks-resources>

GLOBAL THINKING:

- **LGBTQIA+:** In accordance with the Inclusive Curriculum Bill A1335, signed into law in NJ in 2020, this document is to include instruction, and instructional materials for Grades 5-12, that accurately portray political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. This curricular document includes classroom materials that are

in alignment with NJSLs and Core Curriculum Content Standards and ensures that students receive diverse instruction in history, the social sciences, and other content areas, which cultivates respect towards minority groups, allows students to appreciate differences, and acquires the skills and knowledge needed to function effectively with people of various backgrounds.

- **Diversity, Equity, and Inclusion:** The ability to listen and grow empathy makes way for greater awareness of the importance of community, one's own culture, others' culture, the differences and similarities amongst people around the world, of the issues facing humanity, and of our shared interest in the success of all people. Having a "global perspective" means that we strive to educate students with the global understanding necessary to address the challenges and successes of our interdependent world. In the Berkeley Heights Public Schools, we are committed to overcoming challenges and to building interest and capacity amongst our students to be engaged with finding and celebrating commonalities and solutions to global problems, and we are committed to ensuring that our community is diverse, equitable, and inclusive. Our mission statement is to honor the diversity of our community and foster inclusiveness and acceptance through a three-tiered approach: celebration, communication, and education.
- **"Learning for Justice" Frameworks:**
<https://www.learningforjustice.org/frameworks>
Lessons and resources - <https://www.learningforjustice.org/classroom-resources>

RESOURCES

CORE INSTRUCTIONAL AND MATERIAL RESOURCES (Including various levels of texts at each grade level)

- **Read Aloud/Suggested texts including -**
 - * **It is suggested that there are two copies of mystery texts for partnerships**
 - The Absent Author* by Ron Roy
 - The Diamond Mystery* by Martin Widmark
 - Inspector Flytrap* by Tom Angleberger
 - Hilde Cracks the Case* by Hilde Lysiak
 - The Web Files* by Margie Palatini
 - Mystery at the Club Sandwich* by Doug Cushman
 - Grandpa's Teeth* by Rod Clement
 - Mystery Files of Shelby Woo* - television series
 - Nate the Great* by Marjorie Weinman Sharmat
 - Cam Jansen* Series by David A. Adler
 - Dragon Slayers Academy* Series by Kate McMullan
 - Ruby Lu* by Lenore Look
 - A to Z Mysteries* Series by Ron Roy
- **We Are Readers - Unit of Study** by Lucy Calkins and Natalie Louis
- **Columbia Teachers College Pacing Guide**
- **www.heinemann.com - "My Online Resources"**
- **<https://readingandwritingproject.org/> - Create or use your login for access to the "Resource Center" which includes assessments, curriculum calendars, test prep units, videos and PD.**

HUMAN AND PROFESSIONAL RESOURCES

- *The Reading Strategies Book* by, Jennifer Serravallo
- *The Ultimate Read-Aloud Resource* by, Lester Laminack

TEACHER NOTES



UNIT TITLE

Poetry: Making Meaning from Poems and Poetic Craft in Literature

CONTENT AREA:

Reading

GRADE LEVEL:

3

UNIT NUMBER and SUGGESTED PACING GUIDE FOR UNIT

Unit 6 Approximately 30 instructional days

UNIT FOCUS - SUMMARY OF UNIT

This unit on poetry allows students the opportunity to read, reread, memorize, quote, recite, sing, treasure, and share poems. Students learn to love poetry as well as notice how a few simple words can evoke strong images or strong feelings. The reading of poetry will extend students' own reading by noticing and interpreting the poetry hiding in novels. In this unit, students will find ways to build bridges between reading poems and appreciating the poetic side of prose. Students read and reread to find the bigger meaning while asking: "What do these lines mean to me, in my life?"

Additionally, poetry is a wonderful way to support students' fluency (accuracy, rate, and expression). This can be accomplished through various learning activities including choral reading, echo reading, "poems for two voices," repeated readings, and reader's theater.

There are a variety of ways to assess readers in this unit. Conferring and small-group record keeping, reading log data, Post-it assessments, running records, observations of book club conversations, as well as whole-class conversations are important assessment tools. Follow-up running records should also be continued. Poetry has the power to influence the way we live by teaching us to carry these life messages with us throughout our lives.

KEY UNDERSTANDINGS

NEW JERSEY STUDENT LEARNING STANDARDS:

Reading Standards:

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.
- RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
- RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
- RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

- RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.
- RL.3.7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
- 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.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.6. Distinguish their own point of view from that of the author of a text.
- 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.

Speaking & Listening Standards:

- 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.

Language Standards:

- 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 words 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*).

Writing Standards:

- 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.3.8 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.

PREREQUISITE KNOWLEDGE AND SKILLS:

- Students should have a solid understanding of foundational word work (including phonics - decoding, common phrases, and vocabulary)

- Students should be able to use their knowledge of phonics to tackle multisyllabic words and unfamiliar phrases.
- Students should be able to use their knowledge of context clues to understand the text.
- Students should activate schema to help understand text.
- Students should be able to make predictions.
- Students should have an understanding of literal comprehension.
- Students should be able to ask themselves questions to monitor their own comprehension.
- Students should be able to read with accuracy and fluency to support comprehension.
- Students should be able to make connections and refer back to the text to show understanding.
- Students should be able to recount stories to determine the central message/theme.
- Students should be able to determine the meaning of words and phrases.
- Students should be able to distinguish their own point of view from that of the narrator or those of the characters.
- Students should be able to 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.
- Students should be able to determine the main idea of a text; recount the key details and explain how they support the main idea both written and orally.
- Students should be able to engage effectively in collaborative discussions with partners.
- Students should be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content.
- Students should be able to examine the author’s craft.
- Students should be able to find patterns in texts.
- Students should be able to compare and contrast.

ENDURING UNDERSTANDINGS:

- Readers recognize mood, sound, word choice, and images in poetry.
- Readers use mood, sound, word choice, and images in poetry to make meaning.
- Readers think about images and themes from poetry when reading other texts.
- Readers enjoy poetry along with other genres.

ESSENTIAL QUESTIONS:

- How can I read a variety of poems, with attention to mood, sounds, word choice, and images?
- How can I notice how these elements and the parts of a poem work together to create meaning?
- How can I read novels with a new appreciation for word choice, figurative language, and imagery?
- How can reading and rereading poetry help my fluency?

UNIT LEARNING TARGETS (STUDENTS WILL KNOW):

Readers will know how to

- Pay close attention to form, length, structure, style and mood. Then ask themselves, “What kind of poem is this?”
- Notice when an author uses figurative language, imagery or repetition. They ask themselves, “How does this help me understand something about what this character or book is really about?”
- Determine the mood by paying attention to the setting, choice of words, and the feelings the

poem creates.

- Read poetry and ask, “What does it mean?” and, “How does it sound?”
- Understand how poets break the rules of language and how they play with language to create rhyme and rhythm.
- Apply the same strategies for solving unfamiliar words in poetry as you do in other texts.
- Read new sections and ask, “How does this part fit with what I read before?”
- Think about what big ideas or questions they have based on rereading well-crafted parts.
- Create images using the words of the poem and their imaginations.
- Recognize everyday things in a new light. Poems make the reader stop and consider the unusual.
- Determine how the last lines of a poem offer new insights into the text.
- Recognize that every poem has a theme and that all of the ideas and images in a poem come together to convey the main message.
- Reflect on poetry and pay attention to the world around them.
- Carry words with them throughout their lives. Poetry can become a lens through which readers live their lives.
- Stop at key parts to think about how characters in the book they’re reading might learn from the wisdom of a poem or how a novel might offer a similar theme or ask similar questions.
- Choose a few lines they know by heart which influence the way they live, and contain valuable life messages.

STUDENTS WILL BE ABLE TO:

- Apply grade-level phonics and word analysis skills in decoding and encoding words.
- Identify the meaning of the most common prefixes and derivational suffixes.
- Decode multisyllabic words and words with suffixes.
- Read grade-appropriate irregularly spelled words.
- Read with sufficient accuracy and fluency to support comprehension.
- Read grade-level text with purpose and understanding.
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- 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.
- Retell stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
- Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza.
- Describe how each part of a text builds on earlier sections.

- Distinguish their own point of view from that of the narrator, author, or those of the characters.
- 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).
- 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).
- Read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
- 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.
- Determine the main idea of a text; recount the key details and explain how they support the main idea.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- 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.

ASSESSMENT - EVIDENCE OF LEARNING AND UNDERSTANDING

FORMATIVE ASSESSMENTS

- Reading conference and small group check-ins
- Anecdotal notes
- Running records
- Fountas and Pinnell Assessment
- Reader’s notebook/writing about reading

SUMMATIVE ASSESSMENTS

- TC Unit Assessment
- LinkIt! (fall, winter and spring)
- Gr. 3 Required Assessment Schedule

ALTERNATE ASSESSMENTS

- Reading conference
- TC Running Records - All levels
- iReady
- A-Z reading Fluency passages
- LLI Assessments
- Oral/written responses

- Access and WIDA Assessments for English Language Learners

LEARNING PLAN/INSTRUCTIONAL STRATEGIES

LEARNING ACTIVITIES AND INSTRUCTIONAL STRATEGIES (INCLUDE MODELS):

Note: Each session may equal one lesson.

Bend 1: Discovering Poetry in Poems and Prose

Session 1	Poems Come in Many Shapes and Sizes: In this session, readers pay attention to form, length, structure, style and mood. Then ask themselves, “What kind of poem is this?”
Session 2	Readers Look for Poetic Passages in Novels: In this session, readers notice when an author uses figurative language, imagery or repetition. They ask themselves, “How does this help me understand something about what this character or book is really about?”
Session 3	Poems Create Feelings: In this session, readers figure out the mood by paying attention to the setting, choice of words, and the feelings the poem creates.
Session 4	Poems have a Sound: In this session, readers read poetry and ask, “What does it mean?” and, “How does it sound?”
Session 5	Poets use Poetic License When Writing Poetry: In this session, readers learn how poets break the rules of language and how they play with language to create rhyme and rhythm.
Session 6	How to Solve Unfamiliar Words in poems: In this session, readers will learn to use their strategies for solving unfamiliar words and apply them to poetry.

Bend 2: Reading for Deeper Comprehension

Session 7	Readers Understand That All Parts of a Poem Work Together to Make Meaning: In this session, readers push themselves to read new sections and ask, “How does this part fit with what I read before?”
Session 8	Readers Look Back Across Several Powerful Passages to Think About How Those Parts Go Together: In this session, readers think about what big ideas or questions they have based on rereading well-crafted parts.
Session 9	Readers Have to Think Hard to Create Mental Images: In this session, readers use the words of the poem and their imaginations to picture these images clearly.
Session 10	Poems Help us See Everyday Things in a New Light: In this session, readers begin to see everyday things in a new different light. Poems make the reader stop and consider the unusual.

Session 11	The Last Lines of Poem are Important: In this session, readers learn to pay attention to the last lines of a poem because they offer new insights into the text.
Session 12	Poems have Themes: In this session, readers learn that every poem has a theme and that all of the ideas and images in a poem come together to convey the main message.

Bend 3: Looking At Life and Literature Through the Lens of Poetry

Session 13	Readers of Poetry Learn to Pay Attention to the World Around Them: In this session, readers learn that poems teach them to be reflective.
Session 14	Readers Connect with Specific Lines of Poetry: In this session, readers carry words with them throughout their lives. Poetry can become a lens through which readers live their lives.
Session 15	Readers Carry the Messages They've Learned from Poetry into their Reading of Other Texts: In this session, readers stop at key parts to think about how characters in the book they're reading might learn from the wisdom of a poem or how a novel might offer a similar theme or ask similar questions.
Session 16	Celebration: In this session, readers of poetry often have a few lines they know by heart. These lines influence the way they live, and contain valuable life messages.

OPPORTUNITIES FOR DIFFERENTIATION (SUPPORT AND ENRICHMENT):

[Link redacted]

INTERDISCIPLINARY CONNECTIONS AND CROSS CONTENT STANDARDS:

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CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

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- 9.1 Personal Financial Literacy
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.
- 9.2 Career Awareness, Exploration, and Preparation
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.

P21 FRAMEWORK (Partnership for 21st Century Learning):

<https://www.battelleforkids.org/networks/p21/frameworks-resources>

SOCIAL AND EMOTIONAL COMPETENCIES AND SUBCOMPETENCIES (SEL):

- Self-awareness
- Self-management
- Social Awareness
- Responsible Decision-making
- Relationship Skills

<https://www.state.nj.us/education/students/safety/sandp/sel/SELCompetencies.pdf>

SEL Learning Activities may include:

- Mindful moments
- Yoga and/or brain breaks
- Responsive classroom activities
- Morning meeting
- <https://www.centervention.com/social-emotional-learning-activities/>
- <https://www.education.com/lesson-plans/social-emotional-learning/>

INFORMATION, MEDIA, AND TECHNOLOGY INTEGRATION:

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- **Technology Standards**
New Jersey's Technology Standards consist of 8.1 Educational Technology and 8.2 Technology, Engineering, Design and Computational Thinking, which work symbiotically to provide students with the necessary skills for college and career readiness.
<https://www.state.nj.us/education/aps/cccs/tech/>
- **Framework for 21st Century Learning**
<https://www.battelleforkids.org/networks/p21/frameworks-resources>

GLOBAL THINKING:

- **LGBTQIA+:** In accordance with the Inclusive Curriculum Bill A1335, signed into law in NJ in 2020, this document is to include instruction, and instructional materials for Grades 5-12, that accurately portray political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. This curricular document includes classroom materials that are in alignment with NJSLS and Core Curriculum Content Standards and ensures that students receive diverse instruction in history, the social sciences, and other content areas, which cultivates respect

towards minority groups, allows students to appreciate differences, and acquires the skills and knowledge needed to function effectively with people of various backgrounds.

- **Diversity, Equity, and Inclusion:** The ability to listen and grow empathy makes way for greater awareness of the importance of community, one's own culture, others' culture, the differences and similarities amongst people around the world, of the issues facing humanity, and of our shared interest in the success of all people. Having a "global perspective" means that we strive to educate students with the global understanding necessary to address the challenges and successes of our interdependent world. In the Berkeley Heights Public Schools, we are committed to overcoming challenges and to building interest and capacity amongst our students to be engaged with finding and celebrating commonalities and solutions to global problems, and we are committed to ensuring that our community is diverse, equitable, and inclusive. Our mission statement is to honor the diversity of our community and foster inclusiveness and acceptance through a three-tiered approach: celebration, communication, and education.
- **"Learning for Justice" Frameworks:**
<https://www.learningforjustice.org/frameworks>
Lessons and resources - <https://www.learningforjustice.org/classroom-resources>

● RESOURCES

CORE INSTRUCTIONAL AND MATERIAL RESOURCES (Including various levels of texts at each grade level)

- **Read Aloud/Suggested texts including -**
 - * It is suggested that students are set up in groups (of around four), using their independent reading levels as a guide for how to divide them.
- **Text sets of eight to twelve poems in various lengths, tones, structures, and themes including a few common poems in each set so that students can compare and contrast poems.**
 - **When choosing poems, consider reading levels so poems do not overwhelm readers with pieces that are too difficult or complex nor bore them with rhymes that are too simple or ones that do not provide enough depth for interpretation work.**
 - **You'll want to push readers into exploring themes or subjects that are new.**
 - **Challenge advanced groups with more complex pieces.**
- **Poetry/Poems from the following poets should be considered**
 - Ogden Nash
 - Shel Silverstein
 - Kenn Nesbitt
 - Jack Prelutsky
 - Brad Bogart
 - Langston Hughes
 - Naomi Shihab Nye
 - Robert Frost
 - William Wordsworth
 - Walt Whitman
 - Amy Ludwig Vanderwater

- Douglas Flordian
- Joseph Bruchac
- “Jabberwocky” by Lewis Carroll (invented words)
- “Eletelephony” by Laura Richards (invented words)
- “The Hippopotamus” by Ogden Nash (short and light)
- “Dust of Snow” by Robert Frost (classic and thoughtful with vivid imagery)
- “The Traveling Onion” or “Valentine for Ernest Mann” by Naomi Shihab Nye (longer and more challenging)

- **Popular authors to consider**

- Jon Scieszka
- Roald Dahl
- Sharon Creech
- Kate DiCamillo
- Beverly Cleary
- Jacqueline Woodson
- Walter Dean Myers
- Gary Soto
- Pam Munoz Ryan
- *All the Places to Love* by Patricia MacLachlan
- *The Other Side* and *Each Kindness* by Jacqueline Woodson
- *Paddle-to-the-Sea* by Holling C. Holling

- ***We Are Readers - Unit of Study* by Lucy Calkins and Natalie Louis**

- **Columbia Teachers College Pacing Guide**

- **www.poetryfoundation.org (Audio clips and podcasts)**

- **www.poetry4kids.com (Audio clips and podcasts)**

- **www.heinemann.com - “My Online Resources”**

- **<https://readingandwritingproject.org/> - Create or use your login for access to the “Resource Center” which includes assessments, curriculum calendars, test prep units, videos and PD.**

HUMAN AND PROFESSIONAL RESOURCES

- *The Reading Strategies Book* by, Jennifer Serravallo
- *The Ultimate Read-Aloud Resource* by, Lester Laminack

TEACHER NOTES



English Language Arts Course Overview

The focus of the English Language Arts (ELA) curriculum is to provide students with the ability to effectively communicate their ideas through reading, writing, speaking, listening, and technology literacy. Our program is based on the balanced/structured literacy model and includes reading workshop, writing workshop, word study, and integrated technology literacy instruction.

In reading, our program encompasses a wide selection of fiction and nonfiction texts. Reading instruction includes phonological/phonemic awareness, phonics, vocabulary, fluency, and comprehension lessons. Teachers accommodate students' varying needs through their use of individual conferences, guided reading, shared reading, interactive read alouds, and small strategy groups.

Writing Workshop is a methodology allowing teachers to accommodate students' needs by tailoring their instruction through shared writing, guided writing, individual writing conferences and small strategy groups. Students use the writing strategies presented in the Berkeley Heights units to compose narrative, explanatory and opinion pieces. Students also use the writing process to construct meaning. The teaching of grammar and mechanics is integrated with the teaching of writing.

In grades K-2, literacy centers are also an important part of the ELA block. Center based teaching and learning is a curriculum approach that is developmentally appropriate, incorporates active learning, and includes evidence-based teaching strategies in the areas of language/literacy learning.

Word study is an important part of the balanced/structured literacy program. The general term “word study” encompasses three parts, that is, spelling, phonics, and vocabulary instruction. Students learn how to identify and sort text features according to their developmental level. Our word study program is differentiated as students are pre-assessed to determine where they fall on the word study continuum and receive instruction based on their needs.

Handwriting is a part of our ELA program, and students are taught to form printed letters in the early grades, and script in the later elementary grades. Handwriting is linked to basic reading and spelling achievement. Attention to the linkages among handwriting, reading, and spelling skills can help to reinforce early achievement across these areas.

Assessments are an important part of the instructional program. Teachers use the Fountas and Pinnell Benchmark Assessment, Dibels, and running records to determine the reading level of students and also to monitor progress. Teachers assess writing using pre and post assessments as well as with the many writing products they compose throughout the year. Spelling inventories and weekly tests are used to monitor student progress with word study.

Standards

Berkeley Heights Public Schools’ curricula meets all New Jersey Student Learning Standards (NJSLs).

Best Practices in Reading Instruction

Reading instruction is intended to be a major part of a balanced/structured literacy program. Reading instruction must include five main pillars: phonemic/phonological awareness, phonics, fluency, vocabulary, and comprehension. (National Reading Panel.) The first four pillars are foundations, all leading to the ultimate goal of reading, that is, comprehension and a lifelong love of reading.

Reading Workshop Overview

A reading workshop approach to instruction recognizes that “one size does NOT fit all.” When you walk into a workshop classroom at any given moment, you’ll see instruction that is designed to:

- address each child’s individual learning
- teach strategies students will use on a regular basis

- support small-group work and conferring, with multiple opportunities for personalizing instruction
- tap into the power of welcoming, learning community
- facilitate partnerships, encourage collaboration and accountable talk
- help students to be actively engaged so that teachers are able to coach individuals and lead small groups.
- build self-reflection and goal-setting
- provide choice and assessment-based learning into the very design of the curriculum

Components of Reading Workshop in a Balanced/Structured Literacy Classroom

Shared Reading/Interactive Read Aloud (with accountable talk):

Shared Reading and Interactive Read Aloud instruction occurs outside of the workshop block throughout the unit. These components of reading connect the work done in workshop and bring students together to improve and celebrate learned strategies. One text is selected each week and utilized to address different objectives covering the big ideas to teach reading in each session. Texts are selected based on suggestions from the unit as well as classroom teacher choices and student preference. Accountable talk and interaction between teacher and students, and among the students themselves is an important part of the read aloud and shared reading blocks.

Minilessons and Independent Work Time:

The reading workshop opens with a mini lesson. After approximately ten minutes, students turn to their ongoing reading work. Every reader has work to do, and that work grows out of assessments, coaching, mini lessons, and goals.

Small Group Differentiated Instruction and Conferences:

As students are engaged in independent reading workshop time, teachers will spend time teaching into each student's zone of proximal development, addressing the needs and goals of each child. This should be done by way of conferences, strategy groups, or through guided reading groups.

Mid-workshop Teaching:

This is an optional part of the workshop, and can be used to highlight a student or reiterate the teaching point. In the earlier grades, it is a great time to redirect, and remind students of the goal/objective/teaching point for the day.

Partnerships and Book Clubs:

Depending on the unit, there are times when students will work with their ability-based partners, and other times when students will work in groups of 3-4 to form a book club. Partner/Book Club time is designed to have students:

- Create a plan
- Talk together
- Look at each other and listen to each other
- Help each other/collaborate

Share:

The workshop ends with a small amount of time for readers to collaborate and share their thinking/learning. This sharing can take place with partners, in book clubs, or as a whole group.

Word Study:

Word Study is part of the literacy block, and should provide time for the teaching of phonological/phonemic awareness, phonics, spelling, and vocabulary.

Fluency Instruction:

Reading fluency is the ability to read accurately, smoothly and with expression. It is part of the five pillars of reading instruction (which includes phonemic/phonological awareness, phonics, vocabulary and comprehension.) Fluent readers recognize words automatically, without struggling over decoding issues, and they sound natural while reading, as if they're speaking. Fluency is important because it's a bridge between word recognition and comprehension. Fluency instruction might include choral reading, echo reading, partner reading, repeated readings, and reader's theater.

Assessment:

Assessment must be ongoing via formative and summative assessments. A variety of assessments are used and include (but are not limited to): concepts about print, literacy continuum stages (learning progressions), letter-sound identification, phonics/decoding strategies, fluency, spelling inventory, high-frequency words, running records, conferences, small-group anecdotal notes, book logs, comprehension checks, and writing about reading.

In addition, Berkeley Heights will use universal reading assessments including Fountas and Pinnell benchmarks, LinkIt! Benchmarks, and iReady assessments.

