English Language Arts
Reading Curriculum
2019

GRADE 3

Montague Township School

English Language Arts Mapping Guide

Kindergarten Reading Curriculum

Unit Title: Routines: Launching the Reading
Workshop Unit Title: We Are Readers (Unit 1, Lucy
Calkins)

Unit Title: Reading Powers (Unit 2, Super Powers, Lucy
Calkins) Unit Title: Developing Strong Readers

Unit 4 : Informational Reading/Poetry

First Grade Reading Curriculum

Unit Title: Launching/Building Good Habits

Unit Title: Reading Nonfiction

Unit Title: Reading Fluency/Comprehension

Unit Title: Retelling / Story Elements

Second Grade Reading Curriculum

Unit Title: Launch (1)

Unit Title: Unit Building Good Habits (2)

Unit Title: Elements of Nonfiction (3)

Unit Title: Building Stamina with Longer & More Complex Texts
(4) Unit Title: Book Clubs (5)

Unit Title: Fairy Tales, Fables, and Folktales

Third Grade Reading Curriculum

Unit Title: Routines: Launching the Reading
Workshop Unit Title: Unit 1 Building a Reading Life

Unit Title: Unit 2 Reading to Learn/Nonfiction

Unit Title: Unit 3 Character Studies

Unit Title: Unit 4 Research Clubs

Unit Title: Unit 5 Learning Through Reading

Unit Title: Unit 6 Poetry (optional unit)

Unit Title: Unit 7 Solving the Mystery

Fourth Grade Reading Curriculum

Unit Title: Routines: Launching the Reading Workshop Unit
Title: Unit 1 Interpreting Characters: The Heart of the Story

Unit Title: Unit 2: Reading the Weather, Reading the World

Unit Title: Unit 3**:** Reading History: The American Revolution

Unit Title: Unit 4: Historical Fiction Clubs

Unit Title: Unit 5: Mythology/ Folklore

Unit Title: Unit 6: Poetry, Drama, & Prose

Fifth Grade Reading Curriculum

Unit Title: Launching

Unit Title: Unit 1 Reading Literature - Fifth graders study
characters Unit Title: Historical Fiction Book Clubs

Unit Title: Informational Reading: Reading with a Critical
Lens Unit Title: Cross Genre Reading

Unit Title: Literature: Fantasy Book Clubs

Sixth Grade Reading Curriculum

Unit Title: Agency and Independence- Launching

Unit Title: Character Study - Clubs

Unit Title: Comparing Themes in Literature

Unit Title: Nonfiction Reading: Navigating Expository, Narrative
and Hybrid Nonfiction

Unit Title: Mixed Genre - Biography

Unit Title: Poetry - Clubs

Seventh Grade Reading Curriculum .

Unit Title: Literature: Launching the Reading Workshop Unit Title: Literature: Launching the Reading Workshop Unit Title: Reading Literature - Exploring themes in Award Winning Novels

Unit Title: Multimedia - Research Reading - Studying History Unit Title: Reading Informational Text to Define our Position Unit Title: Poetry

Unit Title: Social Issues Book Club

Eighth Grade Reading Curriculum

Unit Title: Literature: Launch into Literature and Media Unit Title: Informational Reading as Researchers to take a Position Unit Title: Cross Genre Book Clubs - Historical Readings Unit Title: Literature - Study of Classic Literature

English Language Arts Mapping Guide

	September	October	November	December	January	February	March	April	May	June
K	Launch	We are Readers	We are Readers	Readers Use Strategies	Readers Use Strategies		s Stronger	Informational Reading	Informational Reading	Poetry
1	Launch	Building Good Habits	Reading NonFiction	Reading Fluency	Reading Fluency/ Comprehension	Reading Fluency/ Comprehension	Reading Fluency/ Comprehension	Retelling	Story Elements	Story Elements
2	Launch	Building Good Habits	Building Good Habits	Elements of Non-Fiction	Elements of Non-Fiction	Building Stamina/ Complex Text	Building Stamina/ Complex Text	Book Clubs	Fairy Tales/ Fables/ Folktales	Fairy Tales/ Fables/ Folktales

	September	October	November	December	January	February	March	April	May	June
3	Routines	Building a Reading Life	Reading to Learn NonFiction	Learn/ Nonfiction Character Studies	Character Studies Research Clubs	Research Clubs	Learning Through Reading	Poetry	Solving the Mystery	Solving the Mystery
4	Launch	Interpreting Characters	Interpreting Characters Reading the World	Reading the World	Reading History	Reading History Historical Fiction	Historical Fiction Mythology/ Folk Lore	Mythology/ Folk Lore	Poetry/Drama Prose	Poetry/Drama Prose
5	Launch	Reading Literature	Reading Literature/ Historical Fiction	Historical Fiction	Informational Reading	Informational Reading	Cross Genre Reading	Cross Genre Reading	Fantasy Book Clubs	Fantasy Book Clubs
6	Launch Character Study	Character Study/ Comparing Themes	Comparing Themes	Nonfiction Reading, Navigating Expository…	Nonfiction Reading, Navigating Expository…	Nonfiction Reading, Navigating Expository…	Biography	Biography	Poetry Clubs	Poetry Clubs
7	Launch/ Award Winning Novels	Award Winning Novels	Studying History	Studying History	Define Our Position	Define Our Position	Poetry	Poetry	Social Issues Book Clubs	Social Issues Book Clubs
8	Launch into Literature and Media	Literary Interpretation	Literary Interpretation	Reading as Researchers to Take a Position	Reading as Researchers to Take a Position	Cross Genre Book Clubs	Classic Literature	Classic Literature	Poetry	Poetry

Units of Study for Teaching Reading (16-17 K-8 Sequence of Units)

September	October	November	December	January	February	March	April	May	June

K	We are Readers	We are Readers

Emergent Reading | Emergent

Reading Super

Powers | Super Powers | Bigger Books... | Bigger Books...

Growing Expertise... | Growing Expertise... | Becoming Avid Readers | Becoming Avid Readers

Readers are Resourceful... | Readers are Resourceful... |
| 1 | Building Good Reading Habits | Building Good Reading Habits

Word Detectives | Word Detectives

Learning about the World... | Learning about the World... | Readers Get to Know Characters | Readers Get to Know Characters

Readers have Big Jobs To Do | Readers have Big Jobs To Do | Meeting Characters and Learning Lessons | Meeting Characters and Learning Lessons

Reading Nonfiction | Reading Nonfiction |
| 2 | Second Grade Reading Growth Spurt | Second Grade Reading Growth Spurt | Becoming Experts: Reading Nonfiction | Becoming Experts: Reading Nonfiction | Studying Characters and Their Stories | Bigger Books Mean Amping Up Reading Power | Bigger Books Mean Amping Up Reading Power

Reading Nonfiction | Reading Nonfiction | Series Book Clubs | Series Book Clubs |
| 3 | Building a Reading Life | Building a Reading Life

Mystery... | Mystery...

Reading to Learn... | Reading to Learn... | Character Studies | Character Studies | Unit of Choice/Test Prep | Research Clubs... | Research Clubs...

Design Your Own Unit/Learning from Countries... | Design Your Own Unit/Learning from Countries... |
| 4 | Interpreting Characters | Interpreting Characters

Reading the Weather | Reading the Weather

Historical Fiction Clubs | Historical Fiction Clubs | Interpretation Book CLubs | Interpretation Book CLubs | Unit of Choice/Test Prep | Reading History... | Reading History...

Nonfiction Book Clubs | Nonfiction Book Clubs |
| 5 | Interpretation Book Clubs | Interpretation Book Clubs

Tackling Complexity | Tackling Complexity

Argument and Advocacy | Argument and Advocacy | Reading Like a Fan OR Interpretation Book Clubs... | Reading Like a Fan OR Interpretation Book Clubs... | Unit of Choice/Test Prep | Reading in the Content Area | Reading in the Content Area

Fantasy Book Clubs | Fantasy Book Clubs |
| 6 | Turning Every Kid Into a Reader-and a Character Analyst | Turning Every Kid Into a Reader-and a Character Analyst | Social Issues Book Clubs | Social Issues Book Clubs | Nonfiction: A Study of Text Complexity | Nonfiction: A Study of Text Complexity | Unit of Choice/Test Prep | Unit of Choice/Test Prep

Design Your Own Unit/Fantasy Book Clubs | Design Your Own Unit/Fantasy Book Clubs

Nonfiction Reading Across Text Sets | Nonfiction Reading Across Text Sets |

7	Agency and Independence...	Agency and Independence...	Historical Fiction Book Clubs	Historical Fiction Book Clubs	Argument Reading	Argument Reading	Unit of Choice/Test Prep	Unit of Choice/Test Prep Design Your Own Unit/How to Eat a Poem	Design Your Own Unit/How to Eat a Poem Nonfiction Book Clubs	Nonfiction Book Clubs

8	Textual Lineages...	Textual Lineages...	Dystopian Book Clubs	Dystopian Book Clubs	Argument Reading	Argument Reading	Unit of Choice/Test Prep	Unit of Choice/Test Prep Nonfiction Author and Craft Study	Nonfiction Author and Craft Study Design Your Own Unit/Approaching Classics...	Design Your Own Unit/Approaching Classics...

Third Grade Reading Curriculum

Pacing Guide	
Content Area: English Language Arts	
Grade Level: Third	
Establishing Rules and Building Routines	September
Unit 1: Building a Reading Life	October
Unit 2: Reading To Learn-Nonfiction	November- Mid December

Unit 3: Character Studies	Mid December- Mid January
Unit 4: Research Clubs	Mid-January- February
Unit 5: Learning through Reading	March
Unit 6: Poetry	April
Unit 7: Solving the Mystery	May-June

Unit Title: Routines: Launching the Reading Workshop	Grade Level: Third	Time Frame: September

Standards:
Reading Standards for Literature: RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.7, RL.3.10
Reading Standards for Informational Text: RI.3.1, RI.3.2, RI.3.3, RI.3.7
Reading Standards: Foundational Skills: RF.3.1, RF.3.2, RF.3.3, RF.3.4
Speaking and Listening Standards: SL.3.1, SL.3.2, SL.3.4, SL.3.6
Language Standards: L.3.1, L.3.2, L.3.4, L.3.5, L.3.6
Writing Standards: W.3.1, W.3.2, W.3.3

Essential Questions:	Unit Goals/Enduring Understandings:
• What role do readers have in building a community of readers? • How can discussing a book with a partner help us better understand what we read? • Why is it important to choose a just right book?	☐ Establish roles and routines of Readers Workshop

Skills:	Demonstration of Learning/Assessment Evidence:
• Book handling • Listening • Sitting/Reading Quietly • Partner share	**Formative** • Conference Notes • Small Group Observations • Reading Response **Summative** • Teacher Created Assessments **Alternative** • Teacher Created Assessments **Benchmark** • DRA • STAR360/MAP

Suggested Mentor Texts:	Structures:	
Suggested Mentor Texts: **Amelia's Notebook** **First Day Jitters** **How to Survive Third Grade**	• Classroom Library/meeting area • Reader's Workshop • Whole Group Minilesson • Independent Reading/Conferences • Mid-workshop Teaching • Teaching Share	• Small Group Instruction • Guided Reading • Shared Reading • Whole Class Read Aloud • Partner Talk • Partner Reading
Resources: First 25 days of Reading Workshop, First 20 Days of Independent Reading Book Basket Books Read aloud Anchor charts	**Integrated Modifications/Accommodations: Special Education** • Small group/One to one • Additional time • Review of directions • Student provides oral responses • Quiet space to calm down/relax	**At Risk of School Failure** • Small group/One to one • Student restates information • Concrete examples • Assistance in maintaining uncluttered space • Alternate quiet and active time • Quiet space to calm down/relax • Preferential seating

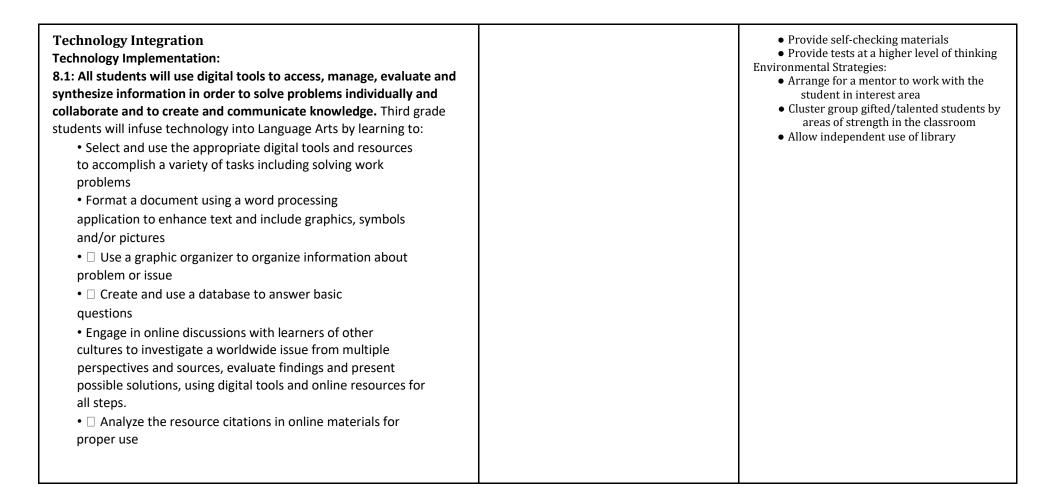| Interdisciplinary Connections:	21st Life and Career 21st Century Life and Career	• Preferential seating	• Reduction of distractions
Interdisciplinary Connections: Social studies ▪ Get to know your classroom by creating a classroom map and labeling all of the parts of the classroom and the classroom library. Technology Integration ▪ Use Inspiration to create a web, which includes words that describe you as a reader. ▪ Use TimeLiner to make a timeline of your experiences as a reader, as well as your prediction of your futureexperiences as a reader.	**21st Life and Career** **21st Century Life and Career** • 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6). • 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7) • 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). • 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6) • 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). • 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). • 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. • 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as	• Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task • Rest breaks • Immediate feedback **Section 504** • Small group/One to one • Large print textbooks • Additional time • Student provides oral responses • Assistance in maintaining uncluttered space • Alternate quiet and active time • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task • Space for movement and breaks • work in progress check **English Language Learners** • Support with graphics • Tiered Vocabulary • Dictionary, Native lang to English • Additional time • Review of directions • Support auditory presentations with visuals	• Reduction of distractions • Follow a routine/schedule • Teach time management skills • Varied choice of activity • Peer mentor • Checklists **Gifted and Talented** Presentation Strategies: ● Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation ● Avoid having student copy notes when material is already mastered Curriculum Strategies: ● Provide opportunities for open-ended, self-directed activities ● Provide instruction in research skills needed to conduct an independent study instudent's interest area ● Provide independent learning opportunities Use advanced supplementary/reading materials ● Encourage the use of creativity ● Ask higher level questions ● Provide opportunities to develop depth and breadth of knowledge in a subject area Organizational/Behavioral Strategies: ● Use a Study Contract for student to achieve outcomes

	personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).		

		• Hands-on activities
		• Verbal and visual cues regarding directions and staying on task
			● Use a Learning Log for independent or outside learning
			● Establish a timeline for long-range projects
			Motivational Strategies:
			  ● Provide fewer drill and practice activities when material is learned
			  ● Give student choices of activities in learning the content
			  ● Allow the student to 'buy' time for self-directed activities after material is learned
			Assessment Strategies:
			  ● Give a pretest to allow the student to demonstrate mastery

Technology Integration		
Technology Implementation: **8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.** Third grade students will infuse technology into Language Arts by learning to: • Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems • Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures • ☐ Use a graphic organizer to organize information about problem or issue • ☐ Create and use a database to answer basic questions • Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. • ☐ Analyze the resource citations in online materials for proper use		● Provide self-checking materials ● Provide tests at a higher level of thinking Environmental Strategies: ● Arrange for a mentor to work with the student in interest area ● Cluster group gifted/talented students by areas of strength in the classroom ● Allow independent use of library

• Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media **8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment**. Third grade students will infuse technology into Language Arts by learning to: • Research technologies that have changed due to society's changing needs and wants • ☐ Collaborate with peers to illustrate components of a designed system • Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models • ☐ Follow step-by step directions to assemble a product or solve a problem ☐ • ☐ Identify how computer programming impacts our everyday lives		

Unit Title: Routines: Launching the Reading Workshop	Grade Level: Third	Time Frame: September
Goals	**Suggested Mini lessons**	**Teacher's Notes/Ideas**

☐ Establish Rules and Routines of Readers Workshop	• Readers establish a gathering place for reading-Introducing Transitions ○ *Teachers- use this to build rules and routines for gathering on the rug for Read Alouds and Minilesson • Readers read to self- Read to Self-Behaviors ○ *Teachers- use this goal to build routines for independent reading • Readers keep a log of what was read ○ Teachers introduce reading logs to students- (First 20) • Readers write responses to reading ○ Introduce Reading Notebook • Readers turn and talk with a partner to discuss ideas ○ Create anchor chart for Turn and Talk procedures- • Good readers choose just right books with a purpose ○ Create anchor chart for just right books- • Readers participate in accountable talk- ○ Create anchor chart for accountable talk during turn and talk • Readers know what to do if a book is not a "good fit" • Readers with a partner-model with a student expectation ○ Teachers-create anchor chart for expected behaviors for Partner Reading • Readers can read with a partner in different ways-stretch the lesson over two days Create anchor chart for three ways of reading with a partner-build on each day	
☐ Readers will collaborate with a partner to help enhance our reading through discussion (partnerships).	☐ Reading partners share their books with one another. We listen to each other and think only about what our partner is saying. We hold what we want to share until after we are finished with our partner's book. We respond to what our partner has shared. We don't just move on, rather we respond to what	

☐ Readers summarize what they've read so far to help them understand. They include the most important things that have happened and include our

thinking and reactions.

☐ Readers synthesize retellings by adding in important details that were read earlier in the story. We might say, *This is important because… earlier in the story…*

☐ Partners prepare for partner talk by recording our thinking in our notebooks and marking important places in the text with post-it notes.

☐ Partners can use talking prompts to help them with their conversations. characteristics of good conversation such as:
- o This important because…
- o This makes me think…
- o I used to think… but now I think…
- o I agree with you because…
- o I disagree because....
- o What you said makes me think…
- o This is similar to...

Readers show they are listening by being active listeners and asking <u>questions and responding to their partners.</u>

Unit Title: Unit 1 Building a Reading Life	Grade Level: Third	Time Frame: October
Standards: RF.3.3, RF.3.4, RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.10, RL.4.2, RI.3.1, RI.3.2, RI.3.6, RI.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, and SL.3.6		

Essential Questions:	Unit Goals/Enduring Understandings:
• How do readers monitor their own reading and use discussion to enhance comprehension on just-right texts? • How do readers use contextual clues to understand the text? • How are students able to enhance their own reading?	• Readers create a reading life by finding just right books and creating/reinforcing habits. • Readers stop and check for understanding using various reading strategies • Readers build stamina and read more complex text by setting goals and asking and answering questions.

Skills:
• Contextual clues
• Author's purpose
• Summarizing/retell
• Predictions
• Finding just-right books
• Figurative language
• Gathering information
	• Reading partnerships to promote discussion
	• Writing in response to texts •
	Asking and answering question
	• Visualize
	• Setting goals and tracking progress
		Demonstration of Learning/Assessment Evidence:
		Formative
		    • Conference Notes
		• Small Group Observations
		• Reading Response
		Summative
		    • Teacher Created Assessments
		Alternative
		    • Teacher Created Assessments
		Benchmark
		    • DRA
		    • STAR360/MAP

Mentor Texts:
    • Stone Fox by John Reynolds Gardiner **Resources:**
    • Units of Study for Teaching Reading
    • Independent Reading
    • Book Basket/Baggy/Box
    • Read aloud
    • Anchor charts
	Structures:
	    • Classroom Library/meeting area •
	Reader's Workshop ○ Whole
	    Group Minilesson ○
	    Independent
	        Reading/Conferences ○
	    Mid-workshop Teaching
	    ○ Teaching Share
		○ Partner Talk ○
		Partner Reading
		• Small Group Instruction
		• Guided Reading
		• Shared Reading
		    Whole Class Read Aloud

Cross Curricular Connections:	**21st Life and Career** **21st Century Life and Career** • 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6). • 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7) • 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a	**Integrated** **Modifications/Accommodations: Special Education** • Small group/One to one • Additional time • Review of directions • Student provides oral responses • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task • Rest breaks • Immediate feedback **Section 504**	**At Risk of School Failure** • Small group/One to one • Student restates information • Concrete examples • Assistance in maintaining uncluttered space • Alternate quiet and active time • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Varied choice of activity • Peer mentor • Checklists **Gifted and Talented** Presentation Strategies:

	topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). • 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6) • 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). • 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). • 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. • 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).		

• Small group/One to one
• Large print textbooks
• Additional time
• Student provides oral responses
• Assistance in maintaining uncluttered space • Alternate quiet and active time
• Preferential seating
• Reduction of distractions
• Follow a routine/schedule
• Teach time management skills
• Verbal and visual cues regarding directions and staying on task
• Space for movement and breaks
• work in progress check

English Language Learners
• Support with graphics
• Tiered Vocabulary
• Dictionary, Native lang to English
• Additional time
• Review of directions
• Support auditory presentations with visuals • Hands-on activities
• Verbal and visual cues regarding directions and staying on task

● Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation
● Avoid having student copy notes when material is already mastered

Curriculum Strategies:
● Provide opportunities for open-ended, self-directed activities
● Provide instruction in research skills needed to conduct an independent study in student's interest area
● Provide independent learning opportunities Use advanced supplementary/reading materials
● Encourage the use of creativity
● Ask higher level questions
● Provide opportunities to develop depth and breadth of knowledge in a subject area

Organizational/Behavioral Strategies:
● Use a Study Contract for student to achieve outcomes
● Use a Learning Log for independent or outside learning
● Establish a timeline for long-range projects

Motivational Strategies:
● Provide fewer drill and practice activities when material is learned
● Give student choices of activities in learning the content
● Allow the student to 'buy' time for self-directed activities after material is learned

Assessment Strategies:
● Give a pretest to allow the student to demonstrate mastery
● Provide self-checking materials
● Provide tests at a higher level of thinking

Environmental Strategies:
● Arrange for a mentor to work with the student in interest area
● Cluster group gifted/talented students by areas of strength in the classroom
● Allow independent use of library

Technology Integration
Technology Implementation:
8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Third grade students will infuse technology into Language Arts by learning to: •
Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems • Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures ☐ Use a graphic organizer to organize information about problem or issue
• ☐ Create and use a database to answer basic questions •
Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple
perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. •
☐ Analyze the resource citations in online materials for proper use
• Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media

8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. Third grade students will infuse technology into Language Arts by learning to: • Research technologies that have changed due to society's changing needs and wants • ☐ Collaborate with peers to illustrate components of a designed system • Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models • ☐ Follow step-by step directions to assemble a product or solve a problem ☐ • ☐ Identify how computer programming impacts our everyday lives		

Unit Title: Unit 1 Building a Reading Life	Grade Level: Third	Time Frame: October
Goals	**Suggested Mini lessons**	**Teacher's Notes/Ideas**

☐ Readers create a reading life by finding just right books and creating/reinforce habits.	• Readers create and implement plans that will set ourselves up to lead successful reading lives. • Readers learn to read and treat books as if they are gold. • Readers select books that are just right and monitor our comprehension and accuracy while reading. • Readers set clear reading goals and track our own progress as we work towards reaching our goals. • Readers find and share books based on our interests. • Readers develop partnerships to support our reading growth.	*Plan for assessment after lesson 3.*
☐ Readers stop and check for understanding using various reading strategies	• Readers give ourselves comprehension checks as we read. We do this by asking ourselves questions to make sure we understand what is happening in our books. • Readers use different strategies to monitor our reading and comprehension. We use strategies such as playing a movie in our mind, collecting information, and asking questions. • Readers make predictions by drawing on the various elements of the text. We learn to revisit predictions as we read. • Readers make predictions that are supported with details from the text. • Readers retell stories to others in order to start a discussion and help better understand the text. Readers retell stories through summary writing. • Readers learn that through book talks our reading comprehension will improve.	
☐ Readers build stamina and read more complex text by setting goals and asking and answering questions.	• Readers learn that to become a great reader we must use determination and hard work. ☐ Readers use taught strategies to decode and understand new and difficult words. • Readers learn to use contextual clues to understand words we can read but not comprehend. • Readers are able to understand figurative language through contextual clues. • Readers notice when a text requires them to ask questions. Readers will answer the questions that a text asks them by revisiting earlier parts of the text, rethinking, and coming up with various answers. • Readers determine author's purpose in a text. • Readers write to make sense of and remember reading experiences. We celebrate reading successes in this unit through a celebration.	

Unit Title: Unit 2 Reading to Learn/Nonfiction	Grade Level: Third	Time Frame: November to Mid-December

Standards: RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5RL.3.10 RF.3.3, RF.3.4, RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.6, RI.3.7, RI.3.8, RI.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4,and SL.3.6

Essential Questions:
- How are the different types of nonfiction texts and how do they differ?
- What reading strategies can be used for expository nonfiction and narrative nonfiction?
- How do readers determine importance in nonfiction texts?

Unit Goals/Enduring Understandings:
- Readers determine importance in expository texts by understanding how to read this type of text
- Readers use higher level thinking when discussing expository texts.
- Readers synthesize and grow ideas when reading narrative nonfiction.

Skills:
- Main idea
- Synthesizing
- Summarizing
- Text structure
  - Students will synthesize and grow ideas when reading narrative nonfiction.

- Reading partnerships to promote discussion
- Track progress and self monitor

Demonstration of Learning/Assessment Evidence:
Formative
- Conference Notes
- Small Group Observations
- Reading Response
Summative
- Teacher Created Assessments
- Physical representation of their learning about reading nonfiction text (bookmark, graphic organizer, etc)
Alternative
- Teacher Created Assessments
- Physical representation of their learning about reading nonfiction text (bookmark, graphic organizer, etc)
Benchmark
- DRA
- STAR360/MAP

Mentor Texts:	Structures:	o Teaching Share
• Gorillas	• Classroom Library/meeting area • Reader's Workshop o Whole Group Minilesson o Independent Reading/Conferences o Mid-workshop Teaching	o Partner Talk o Partner Reading
• Peter's Chair		• Small Group Instruction
• Frogs and Toads		• Guided Reading
Resources:		• Shared Reading Whole Class Read Aloud
• Units of Study for Teaching Reading		
• Book Basket/Baggy/Box		
• Read aloud		
• Anchor charts		

Cross Curricular	21st Life and Career	Integrated	At Risk of School Failure

Cross Curricular Connections: Social studies,
 ▪ Complete a state or country report. ▪ Write a travel journal about one immigrant's journey to the United States.
 ▪ Create a poster or timeline of major events in the Industrial Revolution.

Technology Integration
* Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts. * On a district approved web-based blog, develop a blog sharing ideas about the topic students are reading about.
*Create a poster in Glogster, Inspiration, or Word based on the non-fiction topics students are studying and reading about.
* Using Print, Cut, Fold PowerPoint templates, develop an informative brochure about the topic being read.

21st Life and Career
21st Century Life and Career
• 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
• 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7)
• 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
 • 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6)
• 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). • 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
• 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
 • 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and

Integrated Modifications/Accommodations: Special Education
 • Small group/One to one
• Additional time
• Review of directions
• Student provides oral responses
• Quiet space to calm down/relax
• Preferential seating
• Reduction of distractions
• Follow a routine/schedule
• Teach time management skills
• Verbal and visual cues regarding directions and staying on task
• Rest breaks
• Immediate feedback
Section 504
 • Small group/One to one
• Large print textbooks
• Additional time
• Student provides oral responses
• Assistance in maintaining uncluttered space • Alternate quiet and active time
• Preferential seating
• Reduction of distractions
• Follow a routine/schedule
• Teach time management skills
• Verbal and visual cues regarding directions and staying on task
• Space for movement and breaks
• work in progress check
English Language Learners
 • Support with graphics
 • Tiered Vocabulary
 • Dictionary, Native lang to English
 • Additional time
• Review of directions
• Support auditory presentations with visuals • Hands-on activities
• Verbal and visual cues regarding directions and staying on task

At Risk of School Failure
 • Small group/One to one
• Student restates information
• Concrete examples
• Assistance in maintaining uncluttered space • Alternate quiet and active time
• Quiet space to calm down/relax
• Preferential seating
• Reduction of distractions
• Follow a routine/schedule
• Teach time management skills
• Varied choice of activity
• Peer mentor
• Checklists
Gifted and Talented
Presentation Strategies:
● Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation
● Avoid having student copy notes when material is already mastered
Curriculum Strategies:
● Provide opportunities for open-ended, self-directed activities
● Provide instruction in research skills needed to conduct an independent study in student's interest area
● Provide independent learning opportunities Use advanced supplementary/reading materials
● Encourage the use of creativity
● Ask higher level questions
● Provide opportunities to develop depth and breadth of knowledge in a subject area
Organizational/Behavioral Strategies:
● Use a Study Contract for student to achieve outcomes
● Use a Learning Log for independent or outside learning
● Establish a timeline for long-range projects
Motivational Strategies:
● Provide fewer drill and practice activities when material is learned
● Give student choices of activities in learning the content

global (e.g., 6.1.5.CivicsCM.3).

TechnologyIntegration **Technology Implementation:** **8.1:All studentswill usedigital toolstoaccess,manage,evaluateand synthesizeinformationinordertosolveproblemsindividuallyand collaborateandtocreateandcommunicateknowledge.** Thirdgradestudentswill infusetechnology intoLanguageArtsby learning to: •Selectandusetheappropriatedigital toolsand resourcestoaccomplishavarietyoftasks includingsolving workproblems •Formatadocumentusingawordprocessingapplication toenhancetextand includegraphics,symbolsand/orpictures •□Useagraphicorganizertoorganize information aboutproblemor issue •□Createanduseadatabasetoanswerbasic questions •Engage inonlinediscussionswith learnersofother culturesto investigateaworldwide issuefrommultiple perspectivesandsources,evaluatefindingsandpresent possiblesolutions,usingdigital toolsandonlineresourcesfor all steps. • □Analyzetheresourcecitations inonlinematerials forproperuse •Understanddigital citizenshipanddemonstratean understandingofthepersonal consequencesof inappropriate useoftechnologyandsocial media **8.2:All studentswill developanunderstandingofthenatureand impactoftechnology,engineering,technological design, computational thinkingandthedesignedworldastheyrelateto theindividual,global society,andtheenvironment**. Third grade students will infuse technology into LanguageArtsby learning to: •Researchtechnologiesthathavechangeddueto society'schangingneedsandwants□Collaboratewith peersto illustratecomponentsofadesignedsystem •Collaborateandbrainstormwithpeerstosolvea problemevaluatingall solutionstoprovidethebestresultswith		● Allow the student to 'buy' time for self-directed activities after material is learned Assessment Strategies: ● Give a pretest to allow the student to demonstrate mastery ● Provide self-checking materials ● Provide tests at a higher level of thinking Environmental Strategies: ● Arrange for a mentor to work with the student in interest area ● Cluster group gifted/talented students by areas of strength in the classroom ● Allow independent use of library

supporting sketches or models ☐ Follow step-by step directions to assemble a product or solve a problem ☐ ☐ Identify how computer programming impacts our everyday lives		

Unit Title: Unit 2 Reading to Learn/Nonfiction	Grade Level: Third	Time Frame: November to Mid-December
Goals	**Suggested Mini lessons**	**Teacher's Notes/Ideas**
1. Students will determine importance in expository texts.	• Readers will preview, identify various parts, and make predictions to prepare them to read nonfiction texts. • Readers will stop throughout the text to summarize the important information in order to help them remember what was read. • Readers will identify main idea of nonfiction texts by organizing information as they read. • Readers will use the knowledge gained to become an expert on a nonfiction topic and use their knowledge to teach others about this topic. • Readers will identify the main idea and understand that as we better comprehend the text it may change. • Readers will set goals, track progress, and reflect when reading nonfiction texts.	*Plan for assessment after lesson 3.*
2. Students will use higher level thinking when discussing expository texts.	• Readers will learn that they read nonfiction to learn, identify importance, author's purpose, and collect interesting information. • While reading, readers will prepare to discuss what they read • Readers will identify their point of view on a nonfiction topic, the point of view, and compare their point of view to the author's. • Readers will understand the difference between expository and narrative nonfiction.	

| **3.** Students will synthesize and grow ideas when reading narrative nonfiction. | • Readers will use text structure to help them understand what they read. • Readers will summarize narrative nonfiction by identifying important details. • Readers will use self-monitoring strategies to maintain balance between fluent reading and stopping to understand new words.
• Readers will read biographies for more than one purpose.
• Readers will identify underlying ideas in true stories.
• Readers will use knowledge on fictional characters to compare to people in narrative nonfiction texts.
• Readers will be able to identify hybrid nonfiction texts and the author's clues that show narrative or expository.
• Readers will self-assess and understand the importance of tracking one's progress. • Readers will create a physical representation of what they have learned about nonfiction reading. | |

Unit Title: Unit 3 Character Studies	**Grade Level: Third**	**Time Frame: Mid-December to Mid-January**
Standards: 3.RL.1, 3.RL.2, 3.RL.3, 3.RL.5, 3RL.10, 3RF.4ab, 3SL.1, 3SL.3, 3.L.3		

| **Essential Questions:**
  • How can I think deeply about characters?
  • How can I come to know the characters so well that I can "step into their shoes" and get lost in their world? | **Unit Goals/Enduring Understandings:**
  • Readers study their characters to get to know them deeply.
  • Readers build and support claims about characters.
  • Readers notice when characters change and think about the lessons that the characterhas learned.
  • Partners support each other in learning about their characters. |

Skills:	• Synthesizing	Formative
• Inference	• Interpreting	• Conference Notes
• Envisioning	• Compare and Contrast	• Small Group Observations
• Empathizing	• Cause and Effect	• Reading Response
• Predicting	• Identify Problem and Solution	**Summative**
		• Teacher Created Assessments
		• Projected based on character study from mentor text(s)
		Alternative
		• Teacher Created Assessments
		• Projected based on character study from mentor text(s)
		Benchmark
		• DRA
		• STAR360/MAP

Mentor Texts:

Please note that the mentor texts are teacher's choice. These are suggestions if you need them.

- Because of Winn-Dixie by Kate DiCamillo
- Dyamonde Daniel by Nikki Grimes

Resources:

- Units of Study for Teaching Reading
- Book Basket/Baggy/Box
- Books
- Read aloud
- Anchor charts
- Mentor Text(s)

Structures:

- Classroom Library/meeting area • Reader's Workshop ○ Whole Group Minilesson ○ Independent Reading/Conferences ○ Mid-workshop Teaching ○ Teaching Share

○ Partner Talk ○ Partner Reading
- Small Group Instruction
- Guided Reading
- Shared Reading Whole Class Read Aloud

Cross Curricular Connections:	21st Life and Career 21st Century Life and Career	Integrated Modifications/Accommodations: Special Education	At Risk of School Failure

Cross Curricular Connections:

Science ▪ Create a skeletal outline and diagram of a character from one of your stories.

Technology Integration
▪Use Inspiration to create a Venn diagram to compare and contrast twocharacters in the story.
▪ Create a comic strip, based on a scene from the book, using ComicLife.

21st Life and Career
21st Century Life and Career
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• 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
• 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
• 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
 • 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Integrated
Modifications/Accommodations: Special Education
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• Reduction of distractions
• Follow a routine/schedule
• Teach time management skills
• Verbal and visual cues regarding directions and staying on task
• Rest breaks
• Immediate feedback
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● Encourage the use of creativity
● Ask higher level questions

		• Dictionary, Native lang to English
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		• Support auditory presentations with visuals • Hands-on activities
		• Verbal and visual cues regarding directions and staying on task
			● Provide opportunities to develop depth and breadth of knowledge in a subject area
			Organizational/Behavioral Strategies:
			  ● Use a Study Contract for student to achieve outcomes
			  ● Use a Learning Log for independent or outside learning

Technology Integration
Technology Implementation:
 	
8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Third grade students will infuse technology into Language Arts by learning to:
 	
    • Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems
    • Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures • □ Use a graphic organizer to organize information about problem or issue
    • □ Create and use a database to answer basic questions • Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. • □ Analyze the resource citations in online materials for proper use
    • Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media
 	
8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
Third grade students will infuse technology into Language Arts by learning to:
		● Establish a timeline for long-range projects
		Motivational Strategies:
		  ● Provide fewer drill and practice activities when material is learned
		  ● Give student choices of activities in learning the content
		  ● Allow the student to 'buy' time for self-directed activities after material is learned
		Assessment Strategies:
		  ● Give a pretest to allow the student to demonstrate mastery
		  ● Provide self-checking materials
		  ● Provide tests at a higher level of thinking
		Environmental Strategies:
		  ● Arrange for a mentor to work with the student in interest area
		  ● Cluster group gifted/talented students by areas of strength in the classroom
		  ● Allow independent use of library

• Research technologies that have changed due to society's changing needs and wants
• ☐ Collaborate with peers to illustrate components of a designed system
• Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models
• ☐ Follow step-by step directions to assemble a product or solve a problem ☐
• ☐ Identify how computer programming impacts our everyday lives

Unit Title: Unit 3 Character Studies	Grade Level: Third	Time Frame: Mid-December to Mid-January
Goals	**Suggested Mini lessons**	**Teacher's Notes/Ideas**

| **1.** Readers study their characters to get to know them deeply. | • Readers bring our own background knowledge to the books we read. Chances are, the same exact thing has not happened to us, but we humans often face similar challenges and joys in their lives. We generally can understand loss, disappointment, excitement, guilt, joy, anticipation… We can bring these experiences with us to help us better understand our characters. We might think, *I can understand that my character is feeling _____ because when _____ happened to (me, another character, another person)...*
 • Readers understand their characters by stepping into their shoes. This means that we imagine what it would be like to be them. We can't just imagine what it would feel like if we were faced with the same life, rather, we need to consider what it is like to be them. When we get in our character's shoes, we imagine we have the same backstory as the character.
 • Readers understand characters by better seeing the world through their eyes. We might think, *What is unique to this character's view of the world? How have their experiences shaped how they view and approach the world?* We keep this in mind as we think about how our characters journey through the text.
 • Readers understand how characters think and feel by making connections. We think about how we connect in important ways. We can think about ○ Text to self-connections: *When have I faced something similar? How did I handle this challenge or opportunity?*
     ○ Text to text connections: *Have I read another character in a book, show or movie, which has had a similar experience? How did they feel? How did they handle it?*
     ○ Text to world connections: *Is there someone in the real world that has had a similar experience? What can I learn from them to help me understand this text and character better?*
 We think about how these connections enhance our understanding of our character.
 • Readers understand characters and their stories more deeply by envisioning. We make a movie in our minds of the text we are reading. This means we have to give ourselves permission to pause and make that movie in our minds if it is not happening while we are reading. We think about not just the words the author has included, but also what they have not. We make this part of our movie. We make this more than a 3D experience, we include all we see, hear, feel, smell, taste… | *Plan for assessment after lesson 3.* |

• Readers keep track of what characters are thinking and feeling by jotting our ideas in our notebooks. We include moments that we think are significant for the character. We think about their reactions to events in the text. We then ask, *How is this event significant to the story?* We jot our thinking and we are sure to include the part of the text that we are referring or that gave us the idea.
• Readers make strong predictions by using what they know about the characters. We think about how they have faced other challenges, big and small. We think about how they treat others. We consider how they are feeling. We use this knowledge to make predictions. We refer to the evidence in the text. It might sounds something like, *I predict <u>(character)</u> will… because… here in the text…*

<u>Partners support each other in studying their characters:</u>
• Partners prepare for partner talk by jotting ideas about their characters and marking places in the text that they want to discuss. We know our conversations are stronger when we are prepared to have them.
• Partners support each other in thinking about their characters. They push each other's thinking by asking questions and evaluating text evidence. We have conversations about our characters.

2. Readers build and support claims about characters.	• Readers make claims about characters. We think about what we have learned about a character from the text up to the point we have read. We consider their actions, decisions, and things they have said. We then think, *What does this say about this character? If this was a real person that I knew, what would I say about them?* We jot this claim in our notebooks and include the support from the text. • Readers revise claims about characters. After we have made a claim, we may see evidence that contradicts our claim. Perhaps we misread our character, maybe the author has withheld information that would change how we think about our character, or perhaps our characters have changed. We need to revise our claims in our notebooks. We might say, *I used to think…, but now I think… because in the text…* • Readers pay close attention to relationships that characters have. We can consider, ○ *Is this relationship supporting or pressuring?* ○ *Does this character treat and react to all characters the same?* ○ *Is there something unique about this relationship?* ○ *Why might the author have written this relationship into the text?* We can then ask, *What insight does this give me into the character I am studying?* • Readers can better understand characters in our books by considering their relationship with their environment. The author often front loads our texts with the setting. We can then ask, ○ *What is this character's relationship with the setting?* ○ *How do they interact with it?*	

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| | | o *How does the setting fit into their journey?*
We jot this thinking in our notebooks and refer to the evidence in the text that support our thinking.
• Readers analyze characters by noticing objects and ideas that are important to them. We think about objects that repeat in a text or that seem important to a character. We know these were written into the text by the author with a purpose. It is our job as readers to consider what they significance is. We jot this thinking in our notebooks and include which parts of the text support our thinking.

<u>Partners support each other with making claims about our characters:</u> • Partners prepare for partner talk by jotting ideas about their characters and marking places in the text that they want to discuss. We know our conversations are stronger when we are prepared to have them.
• Partners support each other in thinking about their characters. They push each other's thinking by asking questions and evaluating text evidence. We have conversations about our characters.
• Partners compare and contrast characters (events, their actions, their reactions, their relationships...). We discuss what is similar and how they are different. • Partners share with their partners the thinking they have done while they were reading. We can prepare for this by skimming our jots and choosing ones to share. We look for jots that seem significant. | |

3. Readers notice when characters change and think about the lessons that the character has learned.	• In order for readers to recognize change in a character, we need to identify what the author has set-up as the character's needs or wants. This is often what drives the character's journey. When we identify this, we can watch for what gets in the way (the problem). This is often where/when the change occurs. • Readers recognize turning points in a character's life. We can do this by noticing when a character feels or acts differently. Often it is around the time (just before, just after or during a challenge). We think about how the character has changed. We might consider, *Did the character get what they have wanted? Did their needs or wants change?* • Readers understand that choices made by one character have consequences (cause and effect). We think about character choices (main or secondary) and we consider why they were written into the story. We consider, *Does that choice af ect anyone else? If so, what have others learned?* • Readers revise claims about characters by using precise language to describe them and their actions. When we have claims, we can make them more accurate by being specific. • Readers think how other characters affect and influence the main character. Often it is not an action by another character, rather it is their presence that moves	

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something in the main character. We look for this and explore our thinking about this relationship in our notebooks.
- Readers reflect on the lessons the character has learned. We think about how this could be a lesson for us and others we know. We might think, *How does this lesson fit in with my life or my way of thinking? Who else could use this lesson?* We jot this thinking in our notebooks.
- Readers recognize that a dynamic character is one who changes from a conflict or lesson learned. We read several texts and consider how the lessons learned may go together or contradict. We think about which lessons connect to our lives.
- Partners prepare for partner talk by jotting ideas about their characters and marking places in the text that they want to discuss. We know our conversations are stronger when we are prepared to have them.

Partners support each other in thinking about lessons characters have learned: • Partners support each other in thinking about their characters. They push each other's thinking by asking questions and evaluating text evidence. We have conversations about our characters.
- Partner share their thinking about the problem in the text. We share the evidence from the text that supports our thinking. We don't just share the problem, we also share the specifics about what our character brings to this problem… we share how they might tackle the problem. We can compare and contrast the problems and characters between our texts.
- Partners work together to discuss character change. We think about the how and why of their change. We reference evidence from the text. We don't just share, we also think about where else we have seen a similar change. Was it with someone we know? Was it in another text or video? We think about how those journeys are similar and different.

Unit Title: Unit 4 Research Clubs	Grade Level: Third	Time Frame: Mid-January to February
Standards: RL.3.4, RF.3.3, RF.3.4, RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.6, RI.3.7, RI.3.8, RI.3.9, RI.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.5, SL.3.6		

Essential Questions:	Unit Goals/Enduring Understandings:
• How do readers research a topic? • How do readers apply critical thinking skills when researching a topic? • How can research topics be compared and contrasted?	• Readers research nonfiction topics. • Readers use previous research to conduct a second cycle of research that requires application of critical thinking skills. • Readers synthesize, compare, and contrast research.

Skills:		Assessment Evidence:

• Synthesizing
• Interpreting
• Compare and Contrast
• Cause and Effect
• Identify Problem and Solution
• Main idea
	• Summarizing
	• Text structure
	• Reading partnerships to promote discussion and learning.
	• Self-evaluation
	• Generalize
	• Create theories
		Formative
		    • Conference Notes
		• Small Group Observations
		• Reading Response
		Summative
		    • Teacher Created Assessments
		Alternative
		    • Teacher Created Assessments
		Benchmark
		    • DRA
		    • STAR360/MAP

Mentor Texts: *Please note that the mentor texts are teacher's choice. These are suggestions if you need them.*	Resources:	Structures:	
• Penguins • The Life Cycle of Emperor Penguins • The Penguin • Frogs! by Elizabeth Carney • Frogs and Toads by Bobbie Kalman • The Life Cycle of a Frog by Bobbie Kalman	• Units of Study for Teaching Reading • Book Basket/Baggy/Box • Books • Read aloud • Anchor charts • Mentor Text(s)	• Classroom Library/meeting area • Reader's Workshop ○ Whole Group Minilesson ○ Independent Reading/Conferences ○ Mid-workshop Teaching ○ Teaching Share	○ Partner Talk ○ Partner Reading • Small Group Instruction • Guided Reading • Shared Reading Whole Class Read Aloud

Cross Curricular Connections:

Social Studies
Restage a crime scene in the classroom, based on the crime in your book, and use your best observation skills as scientists to solve it. ▪ Research the role a real detective plays, as well as the credentials one needs to become a detective.
▪ Shared writing – You'll want to do this work with your class read-aloud; stop at a critical point in the story and ask children to review all their jottings – including those the class has been compiling together. You might ask children: "Who might have committed this crime?" The answer to this question then becomes to thesis statement for a mini-essay. The class could come up with evidence in support of other suspects in the book, or groups could go off and write a mini-essay together.

Technology Integration
▪ Use TimeLiner to create a timeline outlining the events that lead up to the crime. ▪ Play "The Effective Detective" game on PBS Kids (http://pbskids.org/arthur/games/effectivedetective/).
▪ Explore "The History Detective Kids" website (http://pbskids.org/historydetectives/games/index.html).
* Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts.
* Take the story elements of the mystery being read, and using ComicLife, develop a group mystery or Who Dunn It?
* Using "Mystery Cube" on Read, Write, Think - summarize the key story elements.

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• 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
• 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6)
• 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). • 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

Integrated Modifications/Accommodations: Special Education
• Small group/One to one
• Additional time
• Review of directions
• Student provides oral responses • Quiet space to calm down/relax • Preferential seating
• Reduction of distractions
• Follow a routine/schedule
• Teach time management skills
• Verbal and visual cues regarding directions and staying on task
• Rest breaks
• Immediate feedback
Section 504
• Small group/One to one

• Large print textbooks
• Additional time
• Student provides oral responses • Assistance in maintaining uncluttered space
• Alternate quiet and active time
• Preferential seating
• Reduction of distractions
• Follow a routine/schedule
• Teach time management skills
• Verbal and visual cues regarding directions and staying on task
• Space for movement and breaks • work in progress check
English Language Learners
• Support with graphics
• Tiered Vocabulary
• Dictionary, Native lang to English • Additional time
• Review of directions
• Support auditory presentations with visuals
• Hands-on activities
• Verbal and visual cues regarding directions and staying on task

At Risk of School Failure
• Small group/One to one
• Student restates information
• Concrete examples
• Assistance in maintaining uncluttered space • Alternate quiet and active time
• Quiet space to calm down/relax
• Preferential seating
• Reduction of distractions
• Follow a routine/schedule
• Teach time management skills
• Varied choice of activity
• Peer mentor
• Checklists
Gifted and Talented
Presentation Strategies:
● Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation
● Avoid having student copy notes when material is already mastered
Curriculum Strategies:
● Provide opportunities for open-ended, self-directed activities
● Provide instruction in research skills needed to conduct an independent study in student's interest area
● Provide independent learning opportunitiesUse advanced supplementary/reading materials
● Encourage the use of creativity
● Ask higher level questions
● Provide opportunities to develop depth and breadth of knowledge in a subject area
Organizational/Behavioral Strategies:
● Use a Study Contract for student to achieve outcomes
● Use a Learning Log for independent or outside learning
● Establish a timeline for long-range projects
Motivational Strategies:
● Provide fewer drill and practice activities when material is learned
● Give student choices of activities in learningthe content
● Allow the student to 'buy' time for self-directed activities after material is

	• 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. • 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).		learned Assessment Strategies:

Technology Integration:		
Technology Implementation:		● Give a pretest to allow the student to demonstrate mastery
8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.		● Provide self-checking materials ● Provide tests at a higher level of thinking Environmental Strategies:
Third grade students will infuse technology into Language Arts by learning to: • Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems • Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures • ☐ Use a graphic organizer to organize information about problem or issue		● Arrange for a mentor to work with the student in interest area ● Cluster group gifted/talented students by areas of strength in the classroom ● Allow independent use of library
• ☐ Create and use a database to answer basic questions • Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. • ☐ Analyze the resource citations in online materials for proper use		
• Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media		
8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.		
Third grade students will infuse technology into Language Arts by learning to: • Research technologies that have changed due to society's changing needs and wants		
• ☐ Collaborate with peers to illustrate components of a designed system		
• Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models		
• ☐ Follow step-by step directions to assemble a product or solve a problem ☐		

• ☐ Identify how computer programming impacts our everyday lives		

Unit Title: Unit 4 Research Club	Grade Level: Third	Time Frame: Mid-January to February
Goals	**Suggested Mini lessons**	**Teacher's Notes/Ideas**
1. Students will research nonfiction topics.	• Readers participate in the research process by looking over and organizing resources, reading easy books as an overview of a topic, and skimming text features. • Readers identify subtopics and synthesize the information. • Readers learn and use content specific vocabulary. • Readers collaborate to develop enthusiasm and commitment for the research process. • Readers participate in a close read to identify the traits, motivations, and struggles of a nonfiction subject. • Readers act as researchers and develop "Why?" questions related to the information we have gathered on a nonfiction topics.	*Plan for assessment after lesson 3.* *Prepare a bin for each club with multiple texts on an animal.*
2. Students will use previous research to conduct a second cycle of research that requires application of critical thinking skills.	• Readers discuss and plan how we apply learned research strategies when entering and completing the second research cycle. • Readers alter expression and voice when reading nonfiction texts. • Readers identify text structure and use it to organize their notes and learning. • Readers recognize and understand why authors use a compare and contrast structure within the text. • Readers recognize and understand why authors use a cause and effect structure within the text. • Readers read closely to understand an author's choices.	*Clubs should receive a dif erent bin.*

| **3.** Students will synthesize, compare, and contrast research. | • Readers notice patterns and relationships among topics to make generalizations. • Readers ask questions, identify similarities and differences, and form theories about a topic. Readers read further to test their theories.
• Readers pause while reading to ask questions and consider what they need to know to continue.
• Readers consider all evidence in order to create a theory.
• Readers add generalizations to their theories.
• Readers apply their knowledge to solve real-world problems by considering ways they might solve the problem, thinking about the information they need, and making a plan for the work ahead.
• Readers celebrate their research by finding solutions to real-world problems. | *Clubs should receive a bin of books with both animals they have studied.* |

Unit Title: Unit 5 Learning Through Reading	**Grade Level: Third**	**Time Frame: March**
Standards: RL.3.4, RF.3.3, RF.3.4, RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.6, RI.3.7, RI.3.8, RI.3.9, RI.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.5, SL.3.6		

Essential Questions: • How can I use all that I know about nonfiction reading and writing in order to launch a research inquiry about the factors that shape life in different countries? • How can I think critically about the reasons that texts offer contrasting information on the same topic?	**Unit Goals/Enduring Understandings:** • Students use multiple texts to learn about a country. • Students use research strategies to learn about a different country. • Students develop ideas by comparing and contrasting those countries. • Students learn about countries and their cultures through literature.

Skills:	• Note taking	Demonstration of Learning/Assessment Evidence:
• Synthesizing	• Create theories	**Assessment Evidence:**
• Interpreting	• Read for research	**Formative**
• Compare and Contrast	• Relate research to new learning	• Conference Notes
• Draw Conclusions	• Relate nonfiction and fiction texts	• Small Group Observations
• Text structure		• Reading Notebooks
		Summative
		• Teacher Created Assessments
		• Summative research based project
		Alternative
		• Teacher Created Assessments
		• Summative research based project
		Benchmark
		• DRA

		• STAR360/MAP	
Mentor Texts:		**Structures:**	○ Partner Talk ○
Please note that the mentor texts are teacher's choice. These are suggestions if you need them.		• Classroom Library/meeting area	Partner Reading ▢ Small Group Instruction
• Any books related to topics students choose to research		• Reader's Workshop ○ Whole Group Minilesson ○ Independent	• Guided Reading
Resources:		Reading/Conferences ○ Mid-workshop Teaching	• Shared Reading Whole Class Read Aloud
• Units of Study for Teaching Reading		○ Teaching Share	
• Book Basket/Baggy/Box			
• Books			
• Read aloud			
• Anchor charts			
• Mentor Text(s)			

Cross Curricular Connections:	21st Life and Career	Integrated	At Risk of School Failure
Cross Curricular Connections: Social Studies ▪ Research the time period, during which the event takes place. ▪ Select several pages in the book to illustrate, relying on your visualization strategies in order to do so. Math ▪ Come up with several math word problems for informational text.	**21st Life and Career** **21st Century Life and Career** • 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6). • 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7) • 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). • 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6) • 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). • 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). • 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. • 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).	**Integrated Modifications/Accommodations: Special Education** • Small group/One to one • Additional time • Review of directions • Student provides oral responses • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task • Rest breaks • Immediate feedback **Section 504** • Small group/One to one • Large print textbooks • Additional time • Student provides oral responses • Assistance in maintaining uncluttered space • Alternate quiet and active time • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task • Space for movement and breaks • work in progress check **English Language Learners** • Support with graphics	**At Risk of School Failure** • Small group/One to one • Student restates information • Concrete examples • Assistance in maintaining uncluttered space • Alternate quiet and active time • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Varied choice of activity • Peer mentor • Checklists **Gifted and Talented** Presentation Strategies: ● Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation ● Avoid having student copy notes when material is already mastered Curriculum Strategies: ● Provide opportunities for open-ended, self-directed activities ● Provide instruction in research skills needed to conduct an independent study in student's interest area ● Provide independent learning opportunities Use advanced supplementary/reading materials ● Encourage the use of creativity ● Ask higher level questions

		• Tiered Vocabulary	● Provide opportunities to develop depth

Technology Integration		
Technology Integration **Technology Implementation:** **8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.** Third grade students will infuse technology into Language Arts by learning to: • Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems • Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures • ☐ Use a graphic organizer to organize information about problem or issue • ☐ Create and use a database to answer basic questions • Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. • ☐ Analyze the resource citations in online materials for proper use • Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media **8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment**. Third grade students will infuse technology into Language Arts by learning to: • Research technologies that have changed due to society's changing needs and wants • ☐ Collaborate with peers to illustrate components of a designed system	• Dictionary, Native lang to English • Additional time • Review of directions • Support auditory presentations with visuals • Hands-on activities • Verbal and visual cues regarding directions and staying on task	and breadth of knowledge in a subject area Organizational/Behavioral Strategies: ● Use a Study Contract for student to achieve outcomes ● Use a Learning Log for independent or outside learning ● Establish a timeline for long-range projects Motivational Strategies: ● Provide fewer drill and practice activities when material is learned ● Give student choices of activities in learning the content ● Allow the student to 'buy' time for self-directed activities after material is learned Assessment Strategies: ● Give a pretest to allow the student to demonstrate mastery ● Provide self-checking materials ● Provide tests at a higher level of thinking Environmental Strategies: ● Arrange for a mentor to work with the student in interest area ● Cluster group gifted/talented students by areas of strength in the classroom ● Allow independent use of library

• Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models • ☐ Follow step-by step directions to assemble a product or solve a problem ☐ • ☐ Identify how computer programming impacts our everyday lives		

Unit Title: Unit 5 Learning Through Reading	Grade Level: Third	Time Frame: March
Goals	**Suggested Mini lessons**	**Teacher's Notes/Ideas**
☐ Students will use multiple texts to learn about a country.	• Readers use learned strategies to research a new topic. • Readers read easier texts to get an overview of a topic to prepare to read more difficult text. • Readers take notes in different ways when researching a topic. • Readers focus their research on a subtopic. • Readers reflect upon their learning. • Readers synthesize ideas by teaching others. • Readers take notice of and understand the importance of frequent content specific vocabulary.	
☐ Students will use research strategies to learn about a different country.	☐ Readers use helpful tools and resources to plan new projects. ☐ Readers make decisions on how to organize their research and mak ☐ Readers take notes based off information from their peers.	

☐ Students will develop ideas by comparing and contrasting those countries.	• Readers critically think and understand the significance of similarities and differences of topics. • Readers take what they learn to develop theories and draw conclusions on a research topic. • Readers understand the importance of revisiting notes to build on knowledge and theories to enhance their understanding of a topic.	
☐ Students will learn about countries and their cultures through literature.	• Readers use nonfiction to help them better understand fiction related to their topic. • Readers read fiction stories not only for narrative elements, but through a lens of a researcher to learn more about a culture. • Readers compare and contrast stories about a culture to learn more about the culture. • Readers learn what cultures value through studying the traits of character within that culture. • Readers will celebrate their research by teaching others what theylearned about a culture during the course of study.	

Unit Title: Unit 6 Poetry (optional unit)	Grade Level: Third	Time Frame: April

Standards: RL.3.4, RF.3.3, RF.3.4, RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.6, RI.3.7, RI.3.8, RI.3.9, RI.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.5, SL.3.6

Essential Questions: • What is a poem? • How do you read poems?	**Unit Goals/Enduring Understandings:** • Readers understand that poems can have strong feelings • Readers recognize patterns within a poem ☐ Readers

Skills:	• Author's View Point	Demonstration of Learning/Assessment Evidence:
• Fluency • Purpose for Reading • Infer • Recognize Text Structure	• Visualize	**Assessment Evidence:** **Formative** • Conference Notes • Small Group Observations • Reading Notebooks **Summative** • Teacher Created Assessments **Alternative** • Teacher Created Assessments **Benchmark** • DRA

		• STAR360/MAP	

Mentor Texts:
Please note that the mentor texts are teacher's choice. These are suggestions if you need them.
 • Teacher selection of poems **Resources:**
 • Units of Study for Teaching Reading
 • Book Basket/Baggy/Box
 • Books
 • Read aloud
 • Anchor charts
 • Mentor Text(s)
		Structures:
		 • Classroom Library/meeting area •
		Reader's Workshop ○ Whole Group
		Minilesson ○
		        Independent
		                Reading/Conferences ○
		                Mid-workshop Teaching
		        ○ Teaching Share
			○ Partner Talk
			○ Partner Reading □
			    Small Group
			Instruction
			 • Guided Reading
			 • Shared Reading
			 • Whole Class Read Aloud

Cross Curricular Connections:	21st Century Life and Career 21st Century Life and Career	Integrated Modifications/Accommodations: Special Education	At Risk of School Failure
Social Studies: Create a collage of images, words, headlines, advertisements, etc.

Find several poems by the same poet on a global issue (Earth Day) and write your own review.

Assemble a poetry collection on the topic or theme of your choice, such as love or change. | CRP1 – Act as a responsible and contributing citizen and employee

a. Collect and distribute supplies

b. group storytelling exercise CRP2 – Apply appropriate academic and technical skills
a. Read stories for how characters solve problems
CRP4 – Communicate clearly and effectively and with reason
a. Teacher conferencing
b. Interview with fellow classmates
CRP6 – Demonstrate creativity and innovation
a. Voice inflection while reading b. Facilitate a roundtable discussion
CRP7 – Employ valid and reliable research strategies
a. Reliable research strategies for nonfiction text. | • Small group/One to one
• Additional time
• Review of directions
• Student provides oral responses
• Quiet space to calm down/relax
• Preferential seating
• Reduction of distractions
• Follow a routine/schedule
• Teach time management skills
• Verbal and visual cues regarding directions and staying on task
• Rest breaks
• Immediate feedback
Section 504
 • Small group/One to one
• Large print textbooks
• Additional time
• Student provides oral responses
• Assistance in maintaining uncluttered space • Alternate quiet and active time
• Preferential seating
• Reduction of distractions
• Follow a routine/schedule
• Teach time management skills
• Verbal and visual cues regarding directions and staying on task
• Space for movement and breaks
• work in progress check
English Language Learners
 • Support with graphics
 • Tiered Vocabulary | • Small group/One to one
• Student restates information
• Concrete examples
• Assistance in maintaining uncluttered space
• Alternate quiet and active time
• Quiet space to calm down/relax
• Preferential seating
• Reduction of distractions
• Follow a routine/schedule
• Teach time management skills
• Varied choice of activity
• Peer mentor
• Checklists
Gifted and Talented
Presentation Strategies:
  ● Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation
  ● Avoid having student copy notes when material is already mastered
Curriculum Strategies:
  ● Provide opportunities for open-ended, self-directed activities
  ● Provide instruction in research skills needed to conduct an independent study in student's interest area
  ● Provide independent learning opportunities Use advanced supplementary/reading materials
  ● Encourage the use of creativity |

	CRP10 – Plan education and career paths aligned to personal goals. a. Setting reading goals
CRP11 – Use technology to enhance productivity
Use online books	• Dictionary, Native lang to English
• Additional time
• Review of directions
• Support auditory presentations with visuals • Hands-on activities
• Verbal and visual cues regarding directions and staying on task	● Ask higher level questions
● Provide opportunities to develop depth and breadth of knowledge in a subject area
Organizational/Behavioral Strategies: ● Use a Study Contract for student to achieve outcomes
● Use a Learning Log for independent

Technology Integration		or outside learning

Technology Integration
Technology Implementation:
8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Third grade students will infuse technology into Language Arts by learning to:

• Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems • Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures ☐ Use a graphic organizer to organize information about problem or issue
• ☐ Create and use a database to answer basic questions • Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. •
☐ Analyze the resource citations in online materials for proper use
• Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media

8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
Third grade students will infuse technology into Language Arts by learning to:

• Research technologies that have changed due to society's changing needs and wants

or outside learning
● Establish a timeline for long-range projects
Motivational Strategies:
  ● Provide fewer drill and practice activities when material is learned
  ● Give student choices of activities in learning the content
  ● Allow the student to 'buy' time for self-directed activities after material is learned
Assessment Strategies:
  ● Give a pretest to allow the student to demonstrate mastery
  ● Provide self-checking materials
  ● Provide tests at a higher level of thinking
Environmental Strategies:
  ● Arrange for a mentor to work with the student in interest area
  ● Cluster group gifted/talented students by areas of strength in the classroom
  ● Allow independent use of library

• ☐ Collaborate with peers to illustrate components of a designed system • Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models • ☐ Follow step-by step directions to assemble a product or solve a problem ☐ • ☐ Identify how computer programming impacts our everyday lives		

Unit Title: Unit 6 Poetry	Grade Level: Third	Time Frame: Poetry
Goals	**Suggested Mini lessons**	**Teacher's Notes/Ideas**
	• Read and respond to a variety of poetry forms such as free verse, haiku, limerick, ballad, etc. • Readers make inferences about poems' language and structure to understand the message • Readers note the rhyme scheme in poems. • Readers are aware of the rhythm of a poem. • Readers become conscious of the effect the mood, or tone of a poem may have on the reader. • Readers strengthen their understanding of a poem by memorizing a poem and making a short creative presentation to the class • Readers use direct quotes from the text to defend interpretation • Readers Interpret theme in simple poems by making inferences • Readers create a dramatic/comic presentation of plays/poetry • Readers generalize what a poem is about (subject) • Readers understand figurative language and literary devices such a simile, metaphor, personification, onomatopoeia, and alliteration	

	• Readers note the unique qualities of poems such as word choice, white space and line breaks	

Unit Title: Unit 7 Solving the Mystery	Grade Level: Third	Time Frame: May to June

Standards: RL.3.1, RL.3.3, RL.3.5, RL.3.6, RL.3.9, RL.3.10, RF.3.3, RF.3.4, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.5, SL.3.6

Essential Questions:
- How can I read mysteries, collecting and interpreting clues to allow me to solve the mystery before the crime solver does?
  - How can I not only solve mysteries but also learn life lessons while I read?

Unit Goals/Enduring Understandings:
- Readers use fiction reading skills to close read the clues and make well informed predictions.
- Readers find similarities and differences among mysteries in different series and in the same series.
- Readers analyze characters personalities, motivation, choices, and reactions to think more deeply about the larger message in addition to the plot.

Skills:
- Synthesizing
- Interpreting
- Compare and Contrast
- Draw Conclusions
- Inference
- Text structure
- Self-assessment
- Author's Purposes
- Predictions

- Vary pace of reading
- Reread for details
- Create theories
- Determine central message using key details
- Learn life lessons from texts
- How mysteries in a series relate to one another

Demonstration of Learning/Assessment Evidence:
Assessment Evidence:
Formative
- Conference Notes
- Small Group Observations
- Reading Notebooks
Summative
- Teacher Created Assessments
Alternative
- Teacher Created Assessments
Benchmark
- DRA
- STAR360/MAP

Mentor Texts: **Please note that the mentor texts are teacher's choice. These are suggestions if you need them.*	**Resources:** • Units of Study for Teaching Reading • Book Basket/Baggy/Box • Read aloud • Anchor charts • Mentor Text(s)	**Structures:** • Classroom Library/meeting area • Reader's Workshop • Whole Group Minilesson • Independent Reading /Conferences	o Mid-workshop Teaching o Teaching Share Partner Talk Partner Reading • Small Group Instruction • Guided Reading • Shared Reading Whole Class Read Aloud
Cross Curricular Connections: **Math** **Science** **Social Studies** **Health**	**21st Life and Career** **21st Century Life and Career** • 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6). • 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7) • 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). • 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6) • 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). • 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). • 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. • 9.4.5.CT.4: Apply critical thinking and	**Integrated Modifications/Accommodations:** **Special Education** • Small group/One to one • Additional time • Review of directions • Student provides oral responses • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task • Rest breaks • Immediate feedback **Section 504** • Small group/One to one • Large print textbooks • Additional time • Student provides oral responses	**At Risk of School Failure** • Small group/One to one • Student restates information • Concrete examples • Assistance in maintaining uncluttered space • Alternate quiet and active time • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Varied choice of activity • Peer mentor • Checklists **Gifted and Talented** Presentation Strategies: ● Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation

	problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).		

		• Assistance in maintaining uncluttered space • Alternate quiet and active time • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task • Space for movement and breaks • work in progress check **English Language Learners** • Support with graphics • Tiered Vocabulary	● Avoid having student copy notes when material is already mastered Curriculum Strategies: ● Provide opportunities for open-ended,self-directed activities ● Provide instruction in research skills needed to conduct an independent study in student's interest area ● Provide independent learning opportunities Use advanced supplementary/reading materials ● Encourage the use of creativity ● Ask higher level questions

Technology integration	• Dictionary, Native lang to English	• Provide opportunities to develop depth and breadth of knowledge in a subject area
Technology Implementation:	• Additional time	Organizational/Behavioral Strategies: ●
8.1: All students will use digital tools to access, manage, evaluate and synthesizeinformation in order to solve problems individually and collaborate and to create and communicate knowledge.	• Review of directions • Support auditory presentations with visuals • Hands-on activities • Verbal and visual cues regarding directions and staying on task	Use a Study Contract for student to achieve outcomes ● Use a Learning Log for independent oroutside learning ● Establish a timeline for long-range projects

Technology integration

Technology Implementation:

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

Third grade students will infuse technology into Language Arts by learning to: • Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems

• Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures

• ☐ Use a graphic organizer to organize information about problem or issue

• ☐ Create and use a database to answer basic questions • Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

• ☐ Analyze the resource citations in online materials for proper use

• Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media

8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Third grade students will infuse technology into Language Arts by learning to:

• Dictionary, Native lang to English
• Additional time
• Review of directions
• Support auditory presentations with visuals
• Hands-on activities
• Verbal and visual cues regarding directions and staying on task

● Provide opportunities to develop depth and breadth of knowledge in a subject area

Organizational/Behavioral Strategies: ●
Use a Study Contract for student to achieve outcomes
● Use a Learning Log for independent oroutside learning
● Establish a timeline for long-range projects

Motivational Strategies:
● Provide fewer drill and practice activities when material is learned
● Give student choices of activities in learning the content
● Allow the student to 'buy' time for self-directed activities after material is learned

Assessment Strategies:
● Give a pretest to allow the student to demonstrate mastery
● Provide self-checking materials
● Provide tests at a higher level of thinking

Environmental Strategies:
● Arrange for a mentor to work with thestudent in interest area
● Cluster group gifted/talented students by areas of strength in the classroom
● Allow independent use of library

• Research technologies that have changed due to society's changing needs and wants • ☐ Collaborate with peers to illustrate components of a designed system • Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models • ☐ Follow step-by step directions to assemble a product or solve a problem ☐ • ☐ Identify how computer programming impacts our everyday lives		

Unit Title: Unit 7 Solving the Mystery	Grade Level: Third	Time Frame: May to June
Goals	**Suggested Mini lessons**	**Teacher's Notes/Ideas**

1. Students will use fiction reading skills to close read the clues and make wellinformed predictions.	• Readers preview mystery texts to think about what the mystery may be, who will solve it, and prepare to collect clues and suspects. • Readers use their knowledge of genre and prior reading experiences to help them understand a mystery. • Readers act as detectives to see clues and solve the mystery first. • Readers closely read a mystery and think about possible suspects and solutions to the crime. They revisit their thinking to eliminate and add predictions. • Readers act as detectives to understand and use content specific vocabulary. • Readers act as detectives to stop and notice details that are surprising or seem like they don't fit. They stop to ask themselves if this is a possible clue. • Readers act as detectives to consider all characters as suspects and list any possible motivations and options. • Readers use knowledge of fiction story elements to read and understand mysteries. • Readers grow theories and ideas about the book's crime and characters. They will continue to ask questions about characters as they read to identify their traits or talents that may help the detective solve the mystery. • Readers identify the strengths of characters, focusing on the detective and their sidekicks, and how they use their traits to solve the mystery. • Readers visualize as they read and when this becomes fuzzy, they will use their prior learned fix-up strategies to clear confusions. • Readers understand why the author chose a certain text structure.	
2. Students will find similarities and differences among mysteries in different series and in the same series.	• Readers collect clues, paying attention to setting and new characters, when reading mysteries across the same series. • Readers use prior knowledge of a certain mystery series to help them make predictions and help them solve a new mystery. • Readers understand the importance of details when reading a mystery.	

☐Readers understand that when reading a mystery, they need to vary their pace, depending on what is happening in the book. They pay close attention

and slow down reading when things such as a new character is introduced, they are at the scene of the crime, or when something doesn't fit.

☐ Readers take cues from the characters, specifically the detective, and stop to think when they do. They ask themselves what the detective learned from stopping to think and what they can learn. They should slow their pace and reread.

☐ Readers understand that they must not only search for clues, but infer and predict based off on information learned through reading.

☐ Readers use checklists and goal sheets to improve their thinking. They understand that using this will improve their reading and allow them to lift it to the next level.

☐ Readers compare and contrast books in a mystery series, paying close attention to setting, characters, actions and reactions, plots, and themes.

3. Students will analyze characters personalities, motivation, choices, and reactions to think more deeply about the larger message in addition to the plot.	☐ Readers learn life lessons through reading mysteries by asking about the choices characters make. ☐ Readers understand they should vary the pace of their reading, paying close attention to times when a character is having a strong emotional reaction. They think about what motivates the character to act this way and what lessons can be learned. ☐ Readers learn life lessons from the end of a mystery, after they have learned who did it and why. They learn from the culprit's motives.	