

Woodland Park School District

Reading Curriculum Grade 3

Curriculum Team

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Third Grade Reading Course Description:

The third grade reading units are written to support the crucial transition from learning to read to reading to learn. Students will be immersed in fiction while working on word solving, vocabulary development, visualizing, and predicting. Students also learn to closely observe characters and sharpen their skills in interpretation. Essential skills for reading nonfiction, such as main ideas, recognizing text features, comparing texts, and thinking critically, as well as the skills for reading narrative nonfiction, such as determining importance by using knowledge of story structure are present in the units.

Pacing Guide

Content Area: English Language Arts

Grade Level: Third

Establishing Rules and Building Routines	September (2 weeks)
Unit 1: Building a Reading Life	September-November (6 weeks)
Unit 2: Reading To Learn (Non-Fiction)	December- January (6 weeks)
Unit 3: Character Studies	February –March (6 weeks)
Unit 4: Poetry	March-April (2-3 weeks)
Unit 5: Read and Write On Demand	April (2-3 weeks)
Unit 6: Narrative Non-Fiction (Biographies)	May (3 weeks)
Unit 7: Solving the Mystery	May-June (3-4 weeks)

NJSLS:

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

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

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

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

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

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

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

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

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

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

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- D. Explain their own ideas and understanding in light of the discussion.

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

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

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

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

Technology Standards:

8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

- Students will discuss and generate reasons why they need to have safe online practices when using technology, both at home and in school.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

- The class will create classroom rules for safe online practices when using technology, both at home and in school. The class will create and discuss consequences for inappropriate use of technology.

8.2.5.E.1 Identify how computer programming impacts our everyday lives.

- Students will brainstorm ways they can use computers and technology throughout the year for various purposes.

21st Century Skills:

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

Interdisciplinary Connections:

Health

2.1.4.D.1 Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).

- Build a healthy social and educational relationship with a peer(s) within the class. Partners will work together to determine safe and unsafe partner situation within the classroom.

Health

2.1.4.E.4 Summarize the causes of stress and explain ways to deal with stressful situations.

- Students will write a plan, with their reading partner, on what to do and who to talk to when facing stress in the classroom.

Social Studies

6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

- The class will create rules of the classroom community to help resolve conflicts and promote the common good within the room, so all students feel safe and welcomed.

Unit Goals/Enduring Understandings:

- Establish rules and routines of Readers Workshop
- Goal-setting and reading consistently are keys to owning and growing our reading lives.

Essential Questions:

- 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?

Skills:

- Book handling
- Listening
- Independent Reading
- Partner share
- Accountable talk
- Ask and answer questions
- Collaborative Discussion

Academic Vocabulary: ask, answer, know, apply, read, determine, clarify, engage, report, speak, recount, phonics, decoding, word analysis, topic, text

Demonstration of Learning:

- Fountas and Pinnell Benchmark Assessment System
- District created benchmark assessment
- Conference notes
- Teacher created assessments
- Small group observations
- Reading responses
- Reading and writing stamina growth chart

Resources/Suggested Mentor Texts:

Lucy Calkins Units of Study for Teaching Reading

First 25 days of Reading Workshop, First 20 Days of Independent Reading

Words Their Way (adapted)

Book Basket

Anchor charts

Scholastic News

Amelia's Notebook by: Marissa Moss

First Day Jitters by: Julie Danneberg

How to Survive Third Grade by: Laurie Lawlor

Modifications/Differentiation Strategies

SPED/504: Journal entries should be chunked to provide enough white space to facilitate reading. Students may use the Frayer model to explore new vocabulary. A variety of modalities may be employed to study specific word patterns.

ELL: Listening to audio books on the ELL's level provides support in fluency. Students may benefit from listing ideas in response to reading before they have control of the English writing system. Word study should be modified to reflect the student's English language competencies.

Gifted: Students may establish a 3-column entry for their readers' response journal: In the book, In my head, Connections to other stories

Differentiation: Students self-select books and generate ideas for writing based upon their individual reading levels and experiences. Teachers model routines and activities, gradually releasing control and providing scaffolds as needed.

Unit Title: Establishing Rules and Building Routines		Grade Level: Third	Time Frame: September (2 weeks)
Goals	Suggested Mini lessons	Teacher's Notes/Ideas	
<ul style="list-style-type: none"> Establish Rules and Routines of Readers Workshop 	<ul style="list-style-type: none"> Readers are introduced to the unit's vocabulary and goals. Readers establish a gathering place for reading- Introducing Transitions <ul style="list-style-type: none"> Teachers- use this to build rules and routines for gathering on the rug for Read alouds and mini-lesson Readers read to self- Read to Self-Behaviors <ul style="list-style-type: none"> Teachers- use this goal to build routines for independent reading Readers keep a log of what was read <ul style="list-style-type: none"> Teachers introduce reading logs to students- (First 20) Readers write responses to reading by using their reader's notebook <ul style="list-style-type: none"> Introduce Reading Notebook Good readers choose just right books with a purpose and determine books that are not a good fit <ul style="list-style-type: none"> Create anchor chart for just right books- 		
<ul style="list-style-type: none"> Readers will collaborate with a partner to help 	<ul style="list-style-type: none"> Readers participate in accountable talk- <ul style="list-style-type: none"> Create anchor chart for accountable talk during turn and talk Readers turn and talk with a partner to discuss ideas 		

enhance our reading through discussion (partnerships).

- Create anchor chart for Turn and Talk procedures-
 - 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.
 - 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:
 - This important because...
 - This makes me think...
 - I used to think... but now I think...
 - I agree with you because...
 - I disagree because....
 - What you said makes me think...
 - This is similar to...
- Readers show they are listening by being active listeners and asking questions and responding to their partners.

Unit Title: Unit 1 Building a Reading Life

Grade Level: Third

Time Frame: September to November (6 weeks)

Unit Overview: In this unit, students will learn how to author their reading lives by becoming a classroom community of readers. Students will also obtain the identity of being a reader by determining when reading has been great in their lives and thinking about how to continually make that a reality for them. To do this they will learn common strategies of strong readers and work in partnerships to discuss and share ideas as readers.

NJSLS:

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

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

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

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

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

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

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

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

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

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

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

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

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

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- D. Explain their own ideas and understanding in light of the discussion.

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

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

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

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

C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.

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

Technology Standards:

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

- Students will use Word Online to respond to a prompt about the text, *Stone Fox*.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

- Students will use a graphic organizer to ask questions about their independent reading text, and to respond when possible.

21st Century Skills:

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

CRP11. Use technology to enhance productivity.

9.2 Career Awareness, Exploration, and Preparation

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

Interdisciplinary Connections:

Health

2.2.4.A.2 Demonstrate effective interpersonal communication skills when responding to disagreements or conflict with others.

Students will use sentence stems to effectively communicate their ideas to another individual. Students will practice having accountable conversations during reading.

Social Studies

6.1.4.C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system.

Students will write to respond to the text *Stone Fox*, to describe the role switch in the household when Grandfather becomes ill and little Willy must take over the responsibility of that economic system.

Unit Goals/Enduring Understandings:

- Readers build reading lives by
 - Following structures and routines
 - Studying reading log data
 - Reading 60 minutes a day (between home and school)
 - Developing same book (or book swap) partnerships
 - Engaging in accountable talk about their text
- Readers develop essential comprehension skills by
 - monitoring their reading in such a way that they can
 - retell their texts

- think about how the part they are reading fits with the earlier parts of the text
- Identifying cues that ask the reader to envision and cues that ask the reader to collect information.
- Predicting based on what has already happened and on knowledge of how stories go
- Identifying character traits
- Identifying author's purpose
- Readers solve for tricky words with flexibility by
 - Using a repertoire of known strategies
 - Using textual clues
 - Making sense of figurative language distinguishing between literal and nonliteral

Essential Questions:

- 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?

Skills:

- Reading partnerships to promote discussion
- Writing in response to texts
- Asking and answering question
- Setting goals and tracking progress
- Finding just-right books
- Context clues
- Author's purpose
- Point of View
- Summarizing/retell/recount
- Making Predictions
- Figurative language
- Gathering information
- Visualize

Academic Vocabulary: ask, answer, discuss, summarize, recount, retell, predict, point of view, comprehension, accuracy, text evidence, visualize, inform, entertain, persuade, convince, character trait, figurative language

Demonstration of Learning:

- F&P BAS
- Conference Notes
- Teacher Created Assessments
- Small Group Observations
- Reading Response
- Running Records
- **Performance Pre-assessment "Abby Takes Her Shot"**
- **Performance Post assessment "The Yard Sale"**

Resources/Suggested Mentor Texts:

- *Stone Fox* by John Reynolds Gardiner (Suggested read aloud)
- *Lucy Calkins Units of Study for Teaching Reading*
- *Words Their Way (adapted)*
- Book Basket/Baggy/Box to support independent reading
- Anchor charts
- Other mentor texts include:
Fireflies!, J. Brinckloe
The Paperboy, D. Pilkey
Shortcut, D. Crews

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs	Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
IEP/504	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit Title: Unit 1 Building a Reading Life		Grade Level: Third	Time Frame: November to January (6 weeks)
Goals	Suggested Mini lessons	Teacher's Notes/Ideas	
<ul style="list-style-type: none"> • Readers build reading lives by <ul style="list-style-type: none"> ○ Following structures and routines ○ Studying reading log data ○ Reading 60 minutes a day (between home and school) ○ Developing same book (or book swap) partnerships ○ Engaging in accountable talk about their text 	<ul style="list-style-type: none"> • 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. • Readers log books they have read and jot about their reading daily. 	<p><i>Plan for assessment after lesson 3.</i></p>	
<ul style="list-style-type: none"> • Readers develop essential comprehension skills. 	<ul style="list-style-type: none"> • 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 use transitional words to summarize. • Readers determine character traits and support details based off of textual evidence • 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 (Non-Fiction)	Grade Level: Third	Time Frame: December – January (6 weeks)
<p>Unit Overview: In this unit, students will read to learn by choosing topics they are already passionate about and seeking to learn even more than they may already know. This unit spotlights skills and habits essential to readers of expository nonfiction: reading with a pencil, determining importance, finding main idea and supporting details; figuring out and using new content-specific vocabulary; and comparing and contrasting information learned across texts.</p>		
<p>NJSLS:</p> <p>RI.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RI.3.6 Distinguish their own point of view from that of the author of a text.</p> <p>RI.3.7 Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.</p> <p>RI.3.10 By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. D. Explain their own ideas and understanding in light of the discussion. <p>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> A. Identify and know the meaning of the most common prefixes and derivational suffixes. B. Decode words with common Latin suffixes. C. Decode multi-syllable words. 		

D. Read grade-appropriate irregularly spelled words.

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

C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.

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

Technology Standards:

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

- Students will gather information from their research in a graphic organizer.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

- Students will use various sources to gather research information.

21st Century Skills:

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

Interdisciplinary Connections:

Health

2.2.4.B.3 Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.

- Students will determine how the use of technology and other media sources to research can influence their thoughts, feelings and behaviors. Students will make a list on how to determine what is a trustworthy source and what is an unreliable source.

Science

3-LS3-1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.

- Students will research an animal, using multiple sources, to determine the traits that are inherited from their parents.

Social Studies

6.1.4.A.3 Determine how "fairness," "equality," and the "common good" have influenced new laws and policies over time at the local and national levels of United States government.

- Students will compare and contrast society as the new laws have been put in place over time in the United States through reading class mentor texts on slavery and the Civil Rights Movement.

Science

3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment.

- Students will research an animal to determine how their traits determine how they look and survive in their environment.

Unit Goals/Enduring Understandings:

- Readers of expository nonfiction determine the main idea and supporting details of a text by
 - Previewing a text
 - Pausing to construct summaries
 - Looking for pop-out sentences
 - Identifying and using text structure
 - Using text features such as headings and subheadings
 - Revising the main idea of the text's main idea as they read on
- Readers of expository nonfiction identify, understand and use domain specific and academic vocabulary to retell and summarize
- Readers of expository nonfiction prepare for conversations about texts by
 - Asking and answering questions as they read
 - Using thought prompts to grow their ideas about their reading
 - Identifying the author's point of view of a topic
- Readers of narrative nonfiction use the structure of narrative writing to guide their reading by anticipating story elements, particularly obstacles the subject has faced and how they overcame them (somebody... wanted... but... so...)
- Readers of narrative nonfiction synthesize ideas within and across texts by recognizing important and secondary details that contribute to the overarching storyline
- Readers of narrative nonfiction grow ideas (in preparation for conversations) by
 - Identifying the main idea
 - Identifying the lesson learned
 - Pushing their thinking with writing prompts in their notebooks

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?

Skills:

- Main idea
- Context Clues
- Text Features
- Synthesizing
- Summarizing
- Text structure
- Nonfiction (expository, narrative, biography)
- Students will synthesize and grow ideas when reading narrative nonfiction.
 - Accountable talk
 - Track progress and self-monitor
 - Author's Point of View

- Author's Purpose
- Evidence

Academic Vocabulary: determine, recount, locate, explain, build on, refer, synthesize, text structure: cause/effect, chronologic, problem/solution, compare/contrast, question/answer, main idea, supporting details, text feature, heading, caption, subheading, title, glossary, charts, table of contents, illustration, photograph, narrative non-fiction, lesson learned, expository, narrative, biography, prefixes, root words, suffixes, word analysis, topic

Demonstration of Learning:

- F&P BAS
- Conference Notes
- Teacher Created Assessments
- Small Group Observations
- Reading Responses
- **Performance Pre-Assessment: "Motor Racing" Text Set**
- **Performance Post Assessment: "Rollercoaster: Text Set**
- Alternate: Physical representation of their learning about reading nonfiction text (bookmark, graphic organizer, etc)

Resources/ Suggested Mentor Texts:

- Units of Study for Teaching Reading
- *Words Their Way (adapted)*
- Book Basket/Baggy/Box
- Anchor charts
- Scholastic News
- *Gorillas* by: Lori McManus
- *Frogs and Toads* by: Bobbie Kalman

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	<ul style="list-style-type: none"> Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs 	<ul style="list-style-type: none"> Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	<ul style="list-style-type: none"> Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding 	<ul style="list-style-type: none"> Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	<ul style="list-style-type: none"> Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding 	<ul style="list-style-type: none"> Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
IEP/504	<ul style="list-style-type: none"> Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes 	<ul style="list-style-type: none"> Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit Title: Unit 2 Reading to Learn/Nonfiction		Grade Level: Third	Time Frame: January to February (6 weeks)
Goals	Suggested Mini lessons	Teacher's Notes/Ideas	
<ul style="list-style-type: none"> Students will determine importance in expository texts. 	<ul style="list-style-type: none"> 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. 	<i>Plan for assessment after lesson 3.</i>	
<ul style="list-style-type: none"> Students will use higher level thinking when discussing expository texts. 	<ul style="list-style-type: none"> 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. 		
<ul style="list-style-type: none"> Students will synthesize and grow ideas when reading narrative nonfiction. 	<ul style="list-style-type: none"> 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: February to March (6 weeks)
<p>Unit Overview: Readers focus on deeply knowing characters and reading a tremendous volume across a series. This unit is designed as a book club so readers can support each other in reading more complex texts and hold each other accountable for using textual evidence to support their ideas.</p>		
<p>NJSLS:</p> <p>RL3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</p> <p>RL3.3 Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</p> <p>RL3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RL. 3.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> A. Identify and know the meaning of the most common prefixes and derivational suffixes. B. Decode words with common Latin suffixes. C. Decode multi-syllable words. D. Read grade-appropriate irregularly spelled words. <p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. D. Explain their own ideas and understanding in light of the discussion. <p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). <p>L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>		
<p>Technology Standards:</p> <p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p>		

- Students will respond to text by writing a response in Word Online.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

- Students will gather information about a character in their independent text in a graphic organizer.

21st Century Skills:

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively with reason.

CRP11. Use technology to enhance productivity.

9.1.4.B.1 Differentiate between financial wants and needs.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

Interdisciplinary Connections:

Health

2.2.4.C.1 Determine how an individual's character develops over time and impacts personal health.

- Students will read to determine character traits and supporting details. Students will study the character over the course of a text to notice a character develops over time.

Health

Health 2.2.4.C.3 Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.

- Students will discuss individuals with disabilities and how those assumptions may negatively impact that person while reading class mentor text *Because of Winn-Dixie*.

Social Studies

6.1.P.B.2 Identify, discuss, and role-play the duties of a range of community.

- Students will identify, discuss, and role-play the duties of a range of community through the characters in the text *Because of Winn-Dixie*.

Unit Goals/Enduring Understandings:

- Readers create thoughtful text based theories that include consideration of character traits, motivations and feelings by studying
 - What a character likes, says and does
 - Asking questions of the text and characters during reading
- Readers make predictions while reading based on their theories about characters
- Readers self-assess, reflect and create goals
- Readers use story structure to navigate narrative text by
 - Identifying hurdles that pile up and grow bigger
 - Paying attention to how the character responds to challenges
 - Identifying the climax of the story and predict resolution based on what they know about the character
 - Identify lessons learned
 - Identifying secondary characters and their relationship to the main character

- Readers, using evidence from the text, compare texts by
 - Comparing characters
 - Traits
 - Motivations
 - Likes
 - Comparing how characters solve problems
 - Lessons characters learned (author’s message)
- Readers work together in clubs by
 - Comparing texts
 - Growing and debating ideas about texts
 - Planning reading focus and goals

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?
- Why do readers back up and refine their theories as they accumulate evidence?

Skills:

- Context Clues
- Synthesizing
- Summarizing
- Accountable talk
- Author’s Purpose
- Inference
- Empathizing
- Predicting
- Cause and Effect
- Identify Problem and Solution
- Theme
- Claims/Theory
- Story Elements of a Plot
- Figurative Language

Academic Vocabulary: refer, recount, determine, compare, contrast distinguish, express, theory, predict, infer, series, character traits, theme setting, plot, chapter, scenes, story mountain/arc, lesson, moral, main character, secondary character, motivation, feelings

Demonstration of Learning:

- F&P BAS
- Conference Notes
- Teacher Created Assessments
- Small Group Observations

- Readers responses
- **Performance Pre-Assessment “The Bully and the Can Queen”**
- **Performance Post Assessment “Jump”**
- Alternate assessment: Project based on character study from mentor text(s)

Resources/Suggested Mentor Texts:

- Lucy Calkins Units of Study for Teaching Reading
- *Words Their Way (adapted)*
- Book Basket/Baggy/Box
- Suggested Read aloud - *Because of Winn Dixie, Peter’s Chair, Make Way for Dyamonde Daniel*
- Text excerpts from: *The Miraculous Journey of Edward Tulane, Owen and Mzee, Rich: A Dyamonde Daniel Book*
- Anchor charts
- Other mentor texts: *Oliver Button Is a Sissy*, T. DePaola, *The Paperbag Princess*, R. Munsch, *Amazing Grace*, M. Hoffman

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Unit Title: Unit 3 Character Studies	Grade Level: Third	Time Frame: February to March (6 weeks)
Goals	Suggested Mini lessons	Teacher's Notes/Ideas
<p>1. Readers study their characters to get to know them deeply.</p>	<ul style="list-style-type: none"> • 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>I can understand that my character is feeling _____ because when _____ happened to (me, another character, another person)...</i> • 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, <i>What is unique to this character's view of the world? How have their experiences shaped how they view and approach the world?</i> 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 <ul style="list-style-type: none"> ○ Text to self-connections: <i>When have I faced something similar? How did I handle this challenge or opportunity?</i> ○ Text to text connections: <i>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?</i> ○ Text to world connections: <i>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?</i> <p>We think about how these connections enhance our understanding of our character.</p> • 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... • 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. 	<p><i>Plan for assessment after lesson 3.</i></p>

	<p>We think about their reactions to events in the text. We then ask, <i>How is this event significant to the story?</i> 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.</p> <ul style="list-style-type: none"> • 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>I predict (<u>character</u>) will... because... here in the text...</i> <p><u>Partners support each other in studying their characters:</u></p> <ul style="list-style-type: none"> • 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. 	
<p>2. Readers build and support claims about characters.</p>	<ul style="list-style-type: none"> • 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, <i>What does this say about this character? If this was a real person that I knew, what would I say about them?</i> 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>I used to think..., but now I think... because in the text...</i> • Readers pay close attention to relationships that characters have. We can consider, <ul style="list-style-type: none"> ○ <i>Is this relationship supporting or pressuring?</i> ○ <i>Does this character treat and react to all characters the same?</i> ○ <i>Is there something unique about this relationship?</i> ○ <i>Why might the author have written this relationship into the text?</i> We can then ask, <i>What insight does this give me into the character I am studying?</i> • 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, <ul style="list-style-type: none"> ○ <i>What is this character's relationship with the setting?</i> ○ <i>How do they interact with it?</i> ○ <i>How does the setting fit into their journey?</i> 	

	<p>We jot this thinking in our notebooks and refer to the evidence in the text that support our thinking.</p> <ul style="list-style-type: none"> • 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. <p><u>Partners support each other with making claims about our characters:</u></p> <ul style="list-style-type: none"> • 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. 	
<p>3. Readers notice when characters change and think about the lessons that the character has learned.</p>	<ul style="list-style-type: none"> • 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, <i>Did the character get what they have wanted? Did their needs or wants change?</i> • 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, <i>Does that choice affect anyone else? If so, what have others learned?</i> • 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 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 Poetry	Grade Level: Third	Time Frame: March (2-3 weeks)
<p>Overview of Unit 4: In this unit, students will learn to identify and appreciate poetry. This unit spotlights the structure and techniques often utilized in poetry as well as the skills and habits essential to readers of poetry: careful and purposeful rereading of poems, creating mental images, considering the narrator’s point of view, finding the central message and supporting details; determining the meaning of words and phrases, and distinguishing literal from nonliteral language.</p>		
<p>NJSLS:</p> <p>RF.3.4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL.3.4/L.3.5a: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RL.3.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>L.3.4: Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 3 reading and content, choosing flexibility from a range of strategies.</p> <p>L.3.5b: Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful)</p> <p>L.3.5c: Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>		
<p>Technology Standards:</p> <p>8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.</p> <ul style="list-style-type: none"> Compare and contrast patterns, feelings, and/or themes across poems using a graphic organizer. 		
<p>21st Century Skills:</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social, and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>		

Interdisciplinary Connections:

Health

2.2.4.C.2 Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.

- Students will read poems from various cultures and explain how core ethical values such as empathy, respect and civic mindedness can be drawn from their reading.

Science

3-ESS2-2. Obtain and combine information to describe climates in different regions of the world.

- Students will understand weather patterns and characteristics while studying hyperboles in *Flash, Crack, Boom!*

Unit Goals/Enduring Understandings:

- Poets use precise words and imagery to communicate a message and evoke feelings.
- Reading poetry requires us to think critically and thoughtfully about words, language, and structure.

Essential Questions:

- How does poetry differ from other forms of writing?
- How is poetry the same as other forms of writing?
- How can I read poetry to understand the author's message?

Skills:

- Fluency
- Author's Purpose
- Author's Point of View
- Author's Craft
- Envisioning
- Text Structure- Stanza/Line
- Infer
- Text Structure
- Figurative Language

Academic Vocabulary: recount, determine, explain, distinguish, describe, stanza, line, central message theme, literal, nonliteral, figurative, rhythm, rhyme, onomatopoeia, alliteration, simile, metaphor, personification, symbols, imagery

Demonstration of Learning:

- F&P BAS
- Benchmark Assessment
- Conference Notes
- Teacher Created Assessments
- Small Group Observations
- Reading Notebooks
- **Unit Assessment: Poetry Analysis Questions**

Resources/ Suggested Mentor Texts:

- *Lucy Calkins Units of Study for Teaching Reading*
- *Words Their Way (adapted)*
- Anchor charts
- Teacher selection of poems for students include:
Honey I Love
Things
Pencil Sharpener
Picture Puzzle Piece
Go Wind
By Myself
Twinkle
Ceiling
- Suggested picture book read alouds include:
Owl Moon by: Jane Yolen
The Giving Tree by: Shel Silverstein
The Spider and the Fly by: Mary Botham Howitt and Tony DiTerlizzi

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At Risk	<ul style="list-style-type: none"> Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding 	<ul style="list-style-type: none"> Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
IEP/504	<ul style="list-style-type: none"> Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes 	<ul style="list-style-type: none"> Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit Title: Unit 4 Poetry	Grade Level: Third	Time Frame: March (2 weeks)
Reading Goals	Suggested Mini lessons	Teacher's Notes/Ideas
<p>Poetry readers read with fluency.</p> <p>Poetry readers notice and infer when encountering figurative language.</p> <p>Poetry readers identify the intention of the poet.</p> <p>Poetry readers interpret poems.</p>	<ul style="list-style-type: none"> • Poetry readers read/reread with the tone set by the poet. (<i>Honey I Love</i>) <ul style="list-style-type: none"> ○ Read asking, "What is the feeling or image of the poem?" ○ "What adjectives or images support that tone?" ○ Reread the poem with a feeling that matches. • Poetry readers pay attention to rhyming. (<i>Honey I Love</i>) <ul style="list-style-type: none"> ○ Notice where the author uses rhyming words ○ Reread fluently using the rhyme pattern • Poetry readers pay attention to rhythm (<i>Things</i>) <ul style="list-style-type: none"> ○ Read noticing beats in stanzas and lines ○ Reread emphasizing rhythm • Poetry readers pay attention to onomatopoeia and alliteration and use them to inform the poems rhythm (<i>Pencil Sharpener, Picture Puzzle Piece</i>) • Readers understand figurative language by pausing at simile, metaphor (<i>Ceiling</i>), personification (<i>Go Wind</i>) and repeating sounds/symbols (<i>Things</i>) and asking ... <ul style="list-style-type: none"> ○ What is the author showing us? ○ How does this fit with the whole of the poem? ○ How does this contribute to the poems message or theme? • Poetry readers study the language the author uses. We consider imagery, descriptions, positive/negative words and ideas, and figurative language and ask, "What does this add up to say?" • Poetry readers are conscious of the effect the mood or tone of a poem may have on the reader. We may ask, "What does the poet want me to feel?" • Poetry readers interpret poems by ... <ul style="list-style-type: none"> ○ Identifying the poet's intentions ○ Identifying the poet's point of view 	

	<ul style="list-style-type: none"> ○ Asking, What is the author’s message? What do they want me to think or feel? ● Poetry readers identify theme(s) in poetry by asking... <ul style="list-style-type: none"> ○ What is the author’s message? ○ How does this apply outside the poem? Is this a universal message? 	
<p>Partner Work Goals</p> <p>Partners work together as poets and poetry readers to deepen their reading and writing work.</p>	<ul style="list-style-type: none"> ● Partners work together as poets and poetry readers to deepen their reading and writing work. <ul style="list-style-type: none"> ○ Partners prepare for accountable partner talk by growing ideas about poems. ○ Partners use direct quotes and precise language when discussing poetry. ○ Partners offer feedback to poets by reading/rereading aloud their partners’ poems. 	

Unit Title: Unit 5 Read and Write On Demand

Grade Level: Third

Time Frame: April- May (2-3 weeks)

Unit 5: In order to have students read, think about, and write about complex texts, students will engage in a reading/writing/short text literacy unit to prepare students for the format and experience of test taking. In this unit, the emphasis is on helping students realize and remember all they know, while familiarizing students with how to transfer this knowledge to a more time-specific, formal setting. Students will also continue to build their reading and writing stamina and volume.

NJSLS:

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

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

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

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

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

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

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

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

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

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

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

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

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

Technology Standards:

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

21st Century Skills:

CRP2. Apply appropriate academic and technical skills.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

Interdisciplinary Connections:

Science

3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment.

Students will read to understand the traits that lynxes and gray wolves have that are influenced by their environments. Students will compare and contrast the traits of both animals in an essay.

<https://nj.testnav.com/client/index.html#login?username=LGN846280256&password=H46PGKPD>

Health

2.1.4.C.1 Explain how most diseases and health conditions are preventable.

2.1.4.C.2 Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.

Students will read “The Buzz on Scuzz” and “Should You Go To School” to gather information and learn how to prevent the spread of germs and what to do if you become sick. Students will use their research findings to write an essay about the topic.

Unit Goals/Enduring Understandings:

- Readers remember & use known strategies when they read narrative and non-narrative texts passages.
- Readers will use close reading strategies to refer to text and answer two part, multiple choice questions.
- Readers/writers answer open ended questions with a topic sentence and citing text evidence.
- Readers/writers refer back to the text as much as needed to help them feel successful.
- Readers/writers persevere and maintain their reading stamina.
- Readers/writers work with partners to reflect, celebrate, and strengthen their skills together.

Essential Questions:

- How do readers use reading strategies to read and answer questions across texts on demand?
- How do good readers gather information efficiently?

Skills:

- Synthesizing and Analysis
- Close reading and citing textual evidence
- Compare and Contrast
- Questioning and predicting
- Testing skills
- Integrating two or more passages to draw conclusions
- Recognizing text structure to skim effectively

Academic Vocabulary: determine, recount, explain, build on, refer, ask, answer locate, main idea, supporting details, distinguish, describe, stanza, line, central message theme, literal, nonliteral, figurative, cite, evaluate, assess, develop, identify, describe, summarize, infer, compare, contrast, examine, analyze

Format for Responses: adventure, autobiography, biography, book review, brochures, character sketches, descriptions, diaries, speeches, endings, essays, explanations, fables, fantasy stories, fiction, reports, humorous, magazine articles, letters, pamphlets, news articles, sequels, reviews

Demonstration of Learning:

- Teacher Created Assessments
- Conferring notes
- Reading responses
- Practice assessments

Resources:

- Websites like: Edulastic, Readworks, and Reading A-Z are also helpful resources
- Scholastic News
- NJSLA Practice <https://nj.mypearsonsupport.com/practice-tests/>
- Shared Reading/Read Alouds: an assortment of short texts, both print and digital are ideal
- Text sets with test questions
- Chart paper and post-its

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	<ul style="list-style-type: none"> Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs 	<ul style="list-style-type: none"> Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	<ul style="list-style-type: none"> Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding 	<ul style="list-style-type: none"> Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	<ul style="list-style-type: none"> Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding 	<ul style="list-style-type: none"> Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
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Unit 5: Read and Write On Demand	Grade Level: Third	Time Frame: April-May (2-3 weeks)
Goals (Week 1)	Suggested Mini lessons	Teacher's Notes/Ideas
<p>Students will use strategies to read narrative and non-narrative texts/test passages.</p> <p>Students will use test taking strategies to manage themselves during a test.</p> <p>Students will use strategies and refer to text to answer two part, multiple choice questions.</p> <p>Students will work with partners to strengthen their skills for test taking.</p>	<ul style="list-style-type: none"> • Readers distinguish between narrative and non-narrative texts: <ul style="list-style-type: none"> ○ Read to see if there are characters doing things. If so, it's narrative. ○ Read to see if the piece is teaching the reader something. If so, it's non-narrative. • Readers will read with particular thoughts in mind in each part of the text. <ul style="list-style-type: none"> ○ After deciding if the passage is narrative or non-narrative, divide the passage into beginning, middle, and end. ○ Use the "Work of Readers" charts from previous units to guide thinking. • Readers prepare to read the texts in each section of the test. <ul style="list-style-type: none"> ○ Read the title of the first text, determine if it is narrative/non-narrative and determine the topic. ○ Read the titles of the subsequent passages and determine what the topics have in common. ○ Read the writing prompts that are coming at the end of the section and ask, "What will I think about as I read through these tasks (and watch videos in RST)?" • Readers manage their time during a test. <ul style="list-style-type: none"> ○ Prepare for the passage by reading the question before reading the passage, and ask "What do I expect to think about in this passage?" ○ After pre-reading the questions, mark key words while reading the passage. ○ When answering questions, skip questions that seem difficult and return to them later. ○ Pre-read the passage and mark key words that are noticed in the margin. • Readers understand what Part A of each question is asking them to think about: <ul style="list-style-type: none"> ○ Create "flipped questions" by restating, using the words from the question in a different order to make a statement. ○ Look for text citation and reread that part of the text with a "flipped question" type of answer. ○ Look for bold words in the question and reread, looking for that word, and deciding on the best definition. 	

	<ul style="list-style-type: none"> • Readers understand what Part B of each question is asking them to think about: <ul style="list-style-type: none"> ○ State, “I know that (answer from part A) is true because the author said, (answer from Part B).” ○ Choose the best of the right answers by saying, “This choice is better because...” • Readers reflect on strategies with partners: <ul style="list-style-type: none"> ○ Discuss the use of the B-M-E charts. ○ Discuss and rate student writing samples. ○ Name a question that seemed easy or difficult to answer and talk about why. ○ Share thinking in solving problems/citing evidence. 	
<p>Goals (Week 2)</p> <p>Students will maintain their reading stamina.</p> <p>Students will reflect on their strengths and weaknesses as test takers in reading.</p> <p>Students will answer open ended questions with a topic sentence and text evidence.</p> <p>Students will refer to the scoring rubric when monitoring their progress/checking their work.</p>	<ul style="list-style-type: none"> • Readers will read chapter books with stamina and volume. <ul style="list-style-type: none"> ○ Read chapter books with increasing amounts of time. • Readers name their strengths and weaknesses by writing short reflections. <ul style="list-style-type: none"> ○ Choose a question that felt hard, but was answered correctly, and write long about the strategy that was used. ○ Write long, starting with words like, “What was hard for me today was (name it)” and elaborate on why it was hard. • Readers answer literary analysis prompts with well-crafted constructed responses: <ul style="list-style-type: none"> ○ Open the response with a flipped question and answer the question. ○ Cite relevant, concise text evidence that supports the answer. ○ Strengthen the response with subsequent pieces of text evidence. ○ Elaborate on constructed response using “essay stretcher” words. This means; this makes me think; This is important because; etc). ○ Elaborate on writing through sophisticated vocabulary, author’s craft and syntax. • Readers answer narrative task prompts with well-crafted constructed responses: <ul style="list-style-type: none"> ○ Open the response with a flipped question and answer the question. ○ Cite relevant, concise text evidence that supports the answer. ○ Strengthen the response with subsequent pieces of text evidence. ○ Integrate thought, action, dialogue, setting, and other narrative elements. ○ Elaborate on writing through sophisticated vocabulary, author’s craft and syntax. • Readers write thorough prompts constructed responses: <ul style="list-style-type: none"> ○ Identify the question being asked, and open with a flipped question and an answer to the question. 	

	<ul style="list-style-type: none"> ○ Chunk the prompt into parts, and makes sure students are addressing each part in the body of the writing. ○ Make a plan with bullets on planning paper. ○ Check to make sure that each part of the prompts is addressed I the writing with detail and text evidence and/or narrative elements. 	
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<p>Goals (Week 3)</p> <p>Students will use test taking strategies to manage themselves during a test.</p> <p>Students will work with partners to strengthen their skills for test taking.</p>	<ul style="list-style-type: none"> ● Readers should check multiple choice answers on a chart/grid to see what skills still need reinforcement during guided reading, strategy groups, and/or conferring. ● Readers use the text of the questions and choices to answer as a carefully as possible: <ul style="list-style-type: none"> ○ Read every word from the question carefully and think about it. ○ Read every word from every choice carefully and think about it. ● Readers write thorough essays in response to the research simulation task: <ul style="list-style-type: none"> ○ Take notes on relevant information while viewing the video. ○ Reread notes once the video is complete and ask yourself, “What do I expect the next text to be about?” ○ Read the next text with the lens of expectations based on the video. ○ Take notes on the texts. 	
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<p>Reading and Writing Across Complex Texts (Structures)</p>	
<p>Mini lesson</p> <p>Test Prep Activity</p> <p>Small group instruction</p> <p>Teaching Share</p> <p>Shared Reading</p> <p>Closure</p>	<p>10 minutes model a testing strategy</p> <p>15-20 minutes- students work on a sample passage and questions (Partner and/or independent while teacher confers)</p> <p>15 minutes- students read just right books, while teacher pulls small groups to target weaknesses</p> <p>5 minutes- teacher shares something that was noticed while students are working</p> <p>10-15 minutes, three days per week</p> <p>5-10 Review, Discuss, Share</p>
<p>For every 3-4 test prep days, you should have one practice test day using the following resources:</p> <ul style="list-style-type: none"> ○ https://nj.mypearsonsupport.com/practice-tests/ ○ Released sample testing items 	

Unit Title: Unit 6 Narrative Non-Fiction (Biographies)	Grade Level: Third	Time Frame: May (3 weeks)
<p>Unit Overview: In this unit, students dive into the world of narrative nonfiction, an important tool for engagement in and understanding of various nonfiction texts. In this unit, the texts are stories- about real people who have done remarkable things and even changed the world. We read to learn not only about the lives of the people themselves, but about the adversity these people faced and how they handled the adversity. The primary goal of this unit is to help children become stronger readers. The main objective is not to learn content, but to learn <i>how</i> to read the genre of biography. Students will determine importance, synthesize, and analyze critical across long stretches of text, growing theories and ideas about them.</p>		
<p>NJSLS:</p> <p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> A. Identify and know the meaning of the most common prefixes and derivational suffixes. B. Decode words with common Latin suffixes. C. Decode multi syllable words. D. Read grade-appropriate irregularly spelled words. <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>RI.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI.3.7 Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.</p> <p>RI.3.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.</p> <p>RI.3.10 By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. D. Explain their own ideas and understanding in light of the discussion. 		

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

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

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

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

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

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

C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.

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

Technology Standards:

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

- Students will gather information from their research in a graphic organizer.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Students will use various sources to gather research information.

21st Century Skills:

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

Interdisciplinary Connections:

Social Studies

6.1.4.A.10 The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.

6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.

Students will select a famous American to learn about for the Wax Museum Project. Students will gather information from their research to create a timeline of their famous American.

Unit Goals/Enduring Understandings:

- Readers use multiple texts to learn about a famous American.
- Readers distinguish the big message that the person’s life offers to the world and grow this idea into a theory.
- Readers use all non-fiction skills and strategies, such as gathering information from text and taking brief notes while categorizing information when trying to research about a topic
- Readers recognize the overarching genre of narrative nonfiction as narratives that involve time and a sequence of events.

Essential Questions:

- How can I use all that I know about reading fiction and nonfiction texts to read biographies (and other forms of narrative non-fiction) well?
- How do biography readers bring forward all they know about reading stories?
- How do biography readers not only follow a life story, but also learn to grasp and grow ideas?

Skills:

- Synthesizing
- Interpreting
- Compare and Contrast
- Draw Conclusions
- Relate research to new learning
- Relate nonfiction and fiction texts
- Navigating through research site on the web
- Skimming and scanning text
- Plagiarizing
- Note taking
- Crafting notes into paragraphs
- Writing a speech
- Creating a display that highlights the subject’s influence on American society
- Reciting a speech

Academic Vocabulary: determine, recount, explain, build on, refer, ask, answer locate, main idea, supporting details, non-narrative, biography, prefixes suffixes, root words,

Demonstration of Learning:

- Conference Notes
- Teacher Created Assessments
- Reading Notebooks
- **Post Assessment: Mini-literary essay developing these prompts:**
I learned from (person) that sometimes people...but instead, people should...
I learned from (person) that in life, it is important to...
(Person) teaches us not only about..., but also about...
When I first read about (person), I thought..., but now I realize...
- **Performance task:** The culminating activity is the creation of a mini-museum where students assume the persona of their subjects through performance. Community members and parents are invited. Students will deliver an informative speech that captures the life of an influential American and create a visual display to enhance presentation.
- Alternate assessments include:
Option A- Make a poster showing the sequence or important aspects of the subject's life.
Option B- Write an autobiography about yourself, including the aspects you noticed while reading a biography.

Resources/Mentor Texts:

- Anchor charts (Ex: Structures of Biographies)
- Unit of Study for Teaching Reading
- Words Their Way (adapted)
- Gather biographies at different reading levels
- Scholastic News, Readworks, Time for Kids
- Teacher selected read aloud/passages for shared reading
- Mentor Texts:
The Man Who Walked Between the Towers, M. Gerstein
A Picture Book of Amelia Earhart, D.A. Adler
Joe DiMaggio: Young Sports Hero, H. Dunn
Lance Armstrong: Racing for His Life, M. Sandler
Helen Keller: From Tragedy to Triumph, K.E. Wilkie
Babe Ruth: One of Baseball's Greatest, G. Van Riper
Ice Skating: The Incredible Michelle Kwan, M. Sandler

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	<ul style="list-style-type: none"> Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs 	<ul style="list-style-type: none"> Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	<ul style="list-style-type: none"> Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding 	<ul style="list-style-type: none"> Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	<ul style="list-style-type: none"> Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding 	<ul style="list-style-type: none"> Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
IEP/504	<ul style="list-style-type: none"> Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes 	<ul style="list-style-type: none"> Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit Title: Narrative Non-Fiction (Biographies)	Grade Level: Third	Time Frame: May (3 weeks)
<p><u>Goals</u></p> <p>Biography readers use all they know about reading stories.</p>	<p><u>Suggested Mini lessons</u></p> <ul style="list-style-type: none"> • Readers can identify biographies from Expository Nonfiction because the first category is not all about a topic. Instead, a biography is the story of one person’s life. • Since biographies are stories, we can apply all we know about reading fictional stories to read biographies. Like in fiction, a biography has a central character, which is known as the “subject.” In addition, just like in fiction, the “subject” often wants something but struggles and faces hardships to achieve it. • Readers go through biographies trying to understand and develop a theory about the main character, the subject. We pay attention to the decisions he/she makes to understand the subject’s specific traits. We also study this person’s relationships; how he/she tackles these relationships teaches us about him/her as a person. • Biography readers learn a lot about history from studying the times and rules of the society in which the subject of a biography lived. We pay attention to the details of place, time, and people’s behavior to understand how the person’s time differed from our own. We think of time and place as it impacts the person. • As we read, we constantly ask ourselves, “How does what is happening now connect with what we just read?” There is a sequence of cause and effect in the subject’s life and things that happened earlier in this person’s life will influence the decisions he/she will make later. 	<p><u>Teacher’s Notes/Ideas</u></p>
<p>Biography readers use all they know about informational text.</p>	<ul style="list-style-type: none"> • Biography readers ask, “What important achievement or qualities made this person’s life important enough to be written about?” • Biography readers realize there are predictable sections to structure these texts. • <u>The Structure of Biographies</u> Birth and Early Life Youth, life as a student and young adult Struggle Resolution/Achievement Contribution to History 	

	<ul style="list-style-type: none"> • To take away big messages from a biography, we study the choices this person makes and try to pick the precise word to describe the specific kind of course or risk-taking that makes this person unique. • Biography readers note that studying a subject’s life and situation provides us with a window into time and society in which this person lived. We try to figure out what group of people this person represents as well as what challenges this entire group must have faced in these times. • Biography readers note that often, a subject’s life and time are quite different from our own. We look at the decisions this person made and judge him against the specific circumstances in which he lives rather than analyzing him in our own context. • Biography readers are often inspired by a subject’s life. We read asking, “What is the life lesson I am learning from this book?” 	
<p>Biography readers not only follow a life story, they also follow a life story.</p>	<ul style="list-style-type: none"> • Biography readers recognize other kinds of narrative nonfiction. Usually these are true stories about something that happened in history, something that happened recently, or the story of a person who is not easy to identify as a typical hero. Readers of narrative nonfiction realize that the main character may not be easy to identify at first but we ask, “Who or what is this story mainly about?” to figure it out. • Readers recognize that most narrative nonfiction stories are either tales of achievement or tales of disaster. We know that each of these kinds of story have their own patterns and reasons for being written. • Readers of narrative nonfiction know that stories are told for a reason. When we uncover this reason, our understanding of the story takes on a whole new level. We ask ourselves, “Why was this story worth telling? Why should it never be forgotten? What lesson does it impart? What does it serve an example of?” • We can determine a narrative text’s big theme by studying the choice a subject makes during a crucial time. Readers of history pay attention to the difficult choices that make a story worth telling. • Readers of narrative nonfiction read a story and think, “How will I live differently knowing that this happened in my world?” We use the true stories that we read to serve as personal inspiration to be better people ourselves. 	

Unit Title: Unit 7 Solving the Mystery	Grade Level: Third	Time Frame: May to June (3-4 weeks)
<p>Unit Overview: In this unit, the major goal is to aid students to increase volume and stamina in reading. Therefore, along with lessons on the mystery genre, students will also have lessons on reading faster and longer.</p>		
<p>NJSLS</p> <p>RL.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.3 Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</p> <p>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RL.3.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> A. Identify and know the meaning of the most common prefixes and derivational suffixes. B. Decode words with common Latin suffixes. C. Decode multi syllable words. D. Read grade-appropriate irregularly spelled words. <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. D. Explain their own ideas and understanding in light of the discussion. <p>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>SL.3.5 Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>		

Technology Implementation:

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

- Students will collect and analyze clues from their mystery book on Word Online.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

- Students will collect clues from their mystery book in a graphic organizer.

CRP and Standard 9:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

Interdisciplinary Connections:

Health

2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.

- Students will discuss the ways the characters (main and secondary) work together to effectively solve the mystery in their independent mystery texts.

Science

3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

- Students will determine several possible outcomes for their text. They will use information gained as they read to determine the most likely outcome based on textual evidence.

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.

Essential Questions:

- How do readers use reading skills and conversation to solve mysteries?
- How can readers collect and interpret clues to allow them to solve the mystery before the crime solver does?
- How can I not only solve mysteries but also learn life lessons while I read?

Skills:

- Synthesizing
- Interpreting
- Compare and Contrast
- Draw Conclusions
- Inference
- Text structure
- Self-assessment
- Author's Purposes
- Reread for details

- Determine central message using key details
- Learn life lessons from texts
- How mysteries in a series relate to one another

Academic Vocabulary: alibi, clue, crime, detective, evidence, mystery, red herring, sleuth, suspect, victim, witness, prediction, confirm, repair, motivation, investigation, plot, foreshadowing, motive, suspense, setting

Demonstration of Learning:

- F&P BAS
- Benchmark Assessment
- Conference Notes
- Teacher Created Assessments
- Small Group Observations
- Reading Notebooks

Resources/ Suggested Mentor Texts:

- Lucy Calkins Units of Study for Teaching Reading
- *Words Their Way* (adapted)
- Book Basket/Baggy/Box
- Anchor charts
- Mentor Text(s):
 - Young Cam Jansen* Series, D. Adler
 - Nate the Great* Series, M.W. Sharmat
 - The Case of the Missing Monkey*, C. Rylant
 - A to Z Mysteries* Series, R. Roy
 - Nancy Drew and the Clue Crew* Series, C. Keene *Jigsaw Jones* Series, J. Preller
 - The Boxcar Children*, G.C. Warner
 - Who Waxed Mad Max?*, G.L. Blackwood

Differentiation/Accommodations/Modifications			
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ELL	<ul style="list-style-type: none"> Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding 	<ul style="list-style-type: none"> Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	<ul style="list-style-type: none"> Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding 	<ul style="list-style-type: none"> Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
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Unit Title: Unit 7 Solving the Mystery		Grade Level: Third	Time Frame: May to June (3-4 weeks)
Goals	Suggested Mini lessons	Teacher's Notes/Ideas	
Students will use fiction reading skills to close read the clues and make well-informed predictions.	<ul style="list-style-type: none"> • 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. 		
Students will find similarities and differences among mysteries in different series and in the same series.	<ul style="list-style-type: none"> • 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. 		

	<ul style="list-style-type: none"> • 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. 	
<p>Students will analyze characters personalities, motivation, choices, and reactions to think more deeply about the larger message in addition to the plot.</p>	<ul style="list-style-type: none"> • 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 motivated 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. 	