

**READINGTON PUBLIC SCHOOL DISTRICT**  
**Third Grade English Language Arts Curriculum**

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## I. PURPOSE AND OVERVIEW

The Readington School District literacy program provides a balanced instructional approach which includes four main categories: (1) reading, (2) writing, (3) phonics/spelling/word study, and (3) speaking and listening. The third grade curriculum is designed to build on the kindergarten and grades one and two curriculum to help students move forward in their proficiency as independent readers and writers. Students refine their decoding, fluency, and comprehension abilities by developing new strategies to use while reading. Students use their growing facility with the writing process to create, revise, edit and publish a variety of pieces in narrative, opinion, and informational writing.

At the beginning of third grade, most readers already know the characteristics of a range of genres (realistic fiction, simple fantasy, informational texts, traditional literature, and biography) from the reading they did in kindergarten, first and second grade. Most third grader readers have begun to read fiction texts that are chapter books and become interested in special forms, such as longer series books and mysteries. The majority of third grade readers are able to understand fiction narratives with straightforward, elaborate plots and multiple characters that develop and show some change over time. Beginning-of-the-year third graders are reading shorter nonfiction texts, mostly on single topics, and are able to identify and use underlying structures (description, comparison and contrast, temporal sequence, problem and solution, cause and effect). Students can process sentences that are complex, contain prepositional phrases, introductory clauses, lists of nouns, verbs, or adjectives. As a beginning-of-the-year third grade reader students can word solve in smooth, automatic terms both silently and in oral reading and can read and understand descriptive words, some complex content-specific words, and some technical words. Students read silently and independently. In oral reading, they demonstrate all aspects of smooth, fluent processing.

By the end of third grade, students should be able to identify the characteristics of a full range of genres, including biographies on less well-known subjects and hybrid genres. Students are reading both chapter books and shorter informational texts; also, they read special forms such as mysteries, series books, books with sequels, or short stories. The majority of third grade readers are able to understand fiction narratives with straightforward, elaborate plots and multiple characters that develop and show some change over time. They are able to read and understand abstract and mature themes and take on texts that have diverse perspectives and issues related to race, language, and culture. By the end of third grade, readers will have read nonfiction texts that provided information in categories on several related topics, many of which were beyond a readers' typical experience. End-of-the-year third grade readers are able to identify and use underlying structures (description, compare and contrast, temporal sequence, problem and solution, cause and effect). Students are able to pose sentences that are complex and contain prepositional phrases, introductory clauses, lists of nouns, verbs, or adjectives. Students are able to solve new vocabulary words, some complex content-specific words and some technical words. Students read silently, in oral reading, and demonstrate all aspects of smooth, fluent processing with little overt problem solving.

Writing instruction is organized around a workshop structure. Students write daily for a variety of writing experiences, generate ideas for writing through talking with the teacher and classmates, expanding their prewriting skills, drafting and editing strategies and learn more conventions of written language (mechanics) that are appropriate for their age and grade level. Students receive brief instruction in an important aspect of good writing, followed by time to discuss and write and conference with peers and the teacher, and time for sharing writing with the class or small group. In writers workshop students focus on specific text types: narrative, informative, and opinion. Students produce opinion, narrative, and information pieces of writing that demonstrate their growing knowledge of the structure of each genre. Beginning of-the-year third graders are able to revise their writing making large scale changes to better their piece. They edit their writing for spelling, punctuation, and language usage. In September, third graders already know how to draft correctly-- capitalizing proper nouns, using apostrophes for contractions and possessives, and employ correct end punctuation. Students edit for comma usage in dialogue and correct capitalization of titles. They know how to use available resources to them as writers (word walls, high-frequency words, etc.) to edit for and correct misspelled words. Third graders are true writers with craft, style, and fluency. They have already learned to produce simple narratives and other genres through composing and writing. They are able to demonstrate the use of some literary language as well as the structure of narratives (exposition of problem and solution). They are able to write most words using conventional spelling and produce more complex sentences.

By June of third grade, most third grade students come to writers workshop with plans for what pieces h/she wants to write. They recall strategies learned and quickly jot and sift through ideas that would make for

powerful and significant entries. End-of-year third grade students have a repertoire of strategies to generate ideas. Most importantly, third graders are able to choose their ideas and strategies purposefully, knowing that the goal of a writer is to write well with significance and power. A student's writers notebook will reflect a growing sense that the writing done there has been designed from the beginning to be significant. By the end of the year in third grade, students are able to write a page or more of writing each day. Most third grade writers write one or two entries a day in class, each a page and a half in length, and sometimes an additional entry at home. Students write fast and furiously, filling up a page in ten minutes before moving on to the next page. At the end of the year in third grade students are able to remain engaged in a writing project for sixty minutes. They are able to take one piece of writing through a sequence of drafts, each draft benefitting from large-scale changes. Third grade students have learned that revision need not wait until the very end of the writing process, but that revision can happen as they go along. In June a third grader drafts using correct capitalization, commas in a series, commas in addresses, and commas in dialogue. They will begin to check that they use quotation marks in direct quotes and commas before a coordinating conjunction in a compound sentence and are able to identify sentence fragments and/or run-ons. By June most third graders are able to use multiple resources to check spelling but rely on knowledge of spelling patterns to spell grade-appropriate words correctly when drafting.

Third grade is the year when cursive handwriting instruction begins. Handwriting is a separate skill and does not replace time for regular writers workshop. The goal of handwriting is to develop in the student legible handwriting. Fluent and legible writing remains a necessary practical skill. Students use handwriting to communicate facts, ideas, thoughts, and feelings in all subject areas. Even in the age of digital word-processing, there continue to be many settings in which fluid, legible handwriting is essential. Careful teaching and handwriting practice can facilitate fluency in writing and may prevent writing disabilities (Graham et al., 2000). Explicit instruction and sufficient opportunity to practice correct letter formation occurs through short daily practices sessions. Students are given abundant opportunities in the classroom to write meaningfully and purposefully so that they can apply and extend the skills they acquire through handwriting practice. Teachers teach students how to write cursive letters by showing them how to form each letter, providing plenty of opportunities to write. Teachers and students work to eliminate interfering habits that reduce handwriting fluency. Cursive handwriting instruction is centered on a formalized handwriting program adopted by the district.

The third grade literacy program is designed to provide a developmentally appropriate learning guide for reading, writing, speaking and listening, and word study. The curriculum reflects the current research in literacy education through its focus on developing independent reading and opportunities to express thoughts in writing.

The curriculum is designed to be responsive to the developmental stages. Our differentiated workshop approach allows students to be engaged with reading and writing experiences appropriate to their point in development, and our teachers assess students at regular intervals to inform their instructional decisions. Instruction focuses on assisting students to build independence as readers, writers, speakers, listeners, and language users. Students will build a base of knowledge across a wide range of subject matter by engaging with words of quality and substance. They will respond to the varying demands of audience, task, purpose, and discipline.

## **II. COMPONENTS OF BALANCED LITERACY**

The components of a successful balanced literacy program in the elementary school setting include the following:

- Reading Workshop
- Writing Workshop
- Speaking and Listening
- Phonics, Spelling, and Word Study

### **Reading Workshop: (Approximately 45 minutes daily)**

The reading workshop is one component of a balanced literacy program. The reading workshop is comprised of four parts; the mini-lesson (no longer than 15 minutes) or interactive, independent and partner reading time with guided reading, a mid-workshop teaching point, and finally a teaching share. Each day third graders will have time to sit hip-to-hip, one copy of the book between them, reading aloud in unison or taking turns. Students will meet in small groups within the reading workshop. Additional time for small group instruction is provided for students that are struggling readers.

Gradually guided reading will give way to book clubs usually by the spring of the year. Reading workshop still involves a mini-lesson, time to read, and time to talk, but approximately three times a week the conversations will not be among partners or guided reading groups but among book clubs members,

*In order for Readers Workshop to be successful teachers should...*

- o Establish strong, consistent schedules and learning routines that teach children how to manage their time and activities.
- o Form small guided reading groupings based on observation/performance-based assessment of children's individual literacy behaviors and running record assessments.
- o Individualize reading instruction with each small group of two or three children with similar instructional needs.
- o Use instructional leveled books for each small group of children.
- o Give as much choice as possible to the texts that students are reading independently.
- o Maintain an atmosphere that is interactive, lively, and non-competitive to build children's confidence as language and literacy learners.
- o Use observation/performance-based assessments to guide how often each group should meet.
- o Continue to assess students throughout the year.
- o Plan a system for keeping track of children's reading levels and growth and for moving readers along to more challenging texts when they are ready.
- o Desks are in clusters so that most children are sitting at tables in order to foster communication.
- o Children have long-term reading partners who read the same books as they do and sit together during reading time.
- o Have a large classroom library brimming with engaging books on a wide range of levels, topics, and genres.
- o Use reading logs with each and every student to log for evidence of growth across time.
- o Avoid rote worksheet activities.

### **Writing Workshop: (Approximately 45 minutes daily)**

Like reading workshop, the writing workshop is comprised of 4 parts; (1) the mini-lesson, (2) independent writing time & conferring, (3) mid-workshop teaching point, and (4) share and partnerships. Writer's workshop begins with a mini-lesson (no longer than 15 minutes) and is followed by independent writing within a specific genre of writing. At times, the teacher meets with individual students. At the end of the writing workshop, there is a teaching share led by the teacher, which often sets up partnership sharing. The four main goals of writing workshop are for students to find and develop his or her own voice as a writer (i.e. translate what he or she knows, thinks, and feels into oral and written, illustrated stories), develop a piece of writing, from choosing topics to starting and ending a piece of writing, learn how to revisit and make changes to a piece, and understand that writing has everyday purposes.

*In order to have a successful writers workshop teachers should...*

- o Establish consistent writing workshop procedures (i.e. illustrating, writing, include your name, and date your work with a stamp, collect writing in a writing folder, publish, and share work with peers).
- o Ensure that writers workshop does not become a handwriting exercise. Practice with letter formation in is based on teacher modeling using the district adopted handwriting program. Handwriting practice is a skill practiced to promote writing.
- o Systematically collect and analyze children's work to inform instruction.
- o Conference with some children every day to support and scaffold their writing.

### **Speaking and Listening**

Students reveal their thinking about books through discussion with others. Their talk is a prelude to writing. They learn how words work through listening to, talking about, and working with them. By listening to texts read aloud, they internalize language that they will use as they talk and write. They learn language for a variety of purposes. In the third grade literacy curriculum, we intentionally develop the kind of oral language skills that students need to take them into the future. We focus on two goals:

- o Listening and Speaking- Listening and understanding (listening with attention and remembering details), social interaction (social conventions that make conversation work), extended discussions (Sustain a thread of discussion and respond to others), and content (substantive ideas, be able to explain and describe their thinking).

- o **Presentation-** The ability to speak effectively to a group; voice (a speaker's personal style), conventions (enunciate words clearly, talk at an appropriate volume, and use an effective pace), word choice (using specific words that match the content), and ideas/content (substantive ideas and content)

### **Phonics, Spelling, and Word Study:**

The purpose of word study is to build students' knowledge of high-frequency words and word features to help children become efficient problem solvers of words in reading and writing. Most classrooms dedicate fifteen or twenty minutes each day to explicit, direct phonics instruction. Students in grade 3 participate in a spelling and vocabulary exploration program developed by the Kathy Ganske, the author of *Word Journeys*. Students engage in word study activities that are challenging, interactive, and inquiry based. Students explore words and develop an enduring interest in savoring, puzzling over, and coming to know the language we call English. During word study, students' engage in thinking and questioning, as they increase their awareness of how words are spelling and what they mean. They look for common characteristics to help them generalize understandings to other words. The phonics, spelling, and word study part of the literacy curriculum in third grade continues to focus on spelling patterns, high frequency words, word meaning, vocabulary development, word structure, and word solving actions. The curriculum focuses to build up students' knowledge of features of words and high-frequency words to help children become efficient problem-solvers of words in reading and writing. In the third grade classroom, fifteen to twenty minutes a day is focused on explicit, direct phonics instruction. At the beginning of the year, students take a Word Feature Inventory. The Word Feature Inventory enables teachers to assess the full range of a child's word knowledge to insure that students begin learning how to spell words at their level of learning. The Word Feature Inventory also allows teachers to gather comprehensive data twice a year to document overall progress. Students are placed into small word study learning groups to begin instruction in word knowledge. Small group instruction in spelling provides a time in the day to enable students to explore the spelling features they are beginning to use, but are using inconsistently--- those within their zone of proximal development. Third graders still have a lot to learn about spelling and phonics, so word study happens every day in the classroom.

The third grade curriculum continues to focus on principles which are organized into broad categories of learning.

- Letter Sound Relationships- How letters look, how to distinguish one from another, how to detect them within continuous text, and how to use them in words.
- Spelling Patterns
- High Frequency Words- Words that are automatically recognized quickly and accurately in order to build in reading and writing processing systems.
- Word Meaning and Vocabulary- Vocabulary instruction is part of a balanced literacy program where vocabulary is focused on and specifically taught. It is a component for each grade and every level of reader and writer.
- Word Meaning
- Word-Solving Actions- Strategic moves readers and writers make when they use their knowledge of the language systems while reading and writing continuous text. "In-the-head" actions to read and write.

**Letter/Sound Relationships:** Students continue to learn about letters and sounds. The sounds of oral language are related in both simple and complex ways to the twenty-six letters of the alphabet. Learning the connection between letters and sounds is the basic to understanding the written language.

- o Recognize and use letters that represent no sound in words (*lamb, light*)
- o Understand and use all sounds related to the various consonants and consonant clusters
- o Understand that some consonant letters represent several different sounds and can be silent (*ch-: cheese, school, machine, choir, yacht*)
- o Understand that some consonant sounds can be represented by several different letters or letter clusters (final -k by -c, -k, -ck)
- o Recognize and use vowel sounds in open syllables (CV: *ho-tel*)
- o Recognize and use vowel sounds in closed syllables (CVC: *lem-on*)
- o Recognize and use vowel sounds with -r (*car, first, hurt, her, corn, floor, world, near*)
- o Recognize and use letters that represent the wide variety of vowel sounds (long, short)

### **Spelling Patterns:**

- o Recognize and use a large number of phonograms (VC, CVC, CVCe, VCC, VVC, VVCC, VCe, VCCC,



VVCCC; vowels plus r; and -oy and -ow)

- o Notice and use frequently appearing short vowel patterns that appear in multi-syllable words ( -a, -ab, -ad, -ag, -age, -ang, -am, -an, -ant, -ap, -ent, -el(l), -ep, -es, -ev, -id, -ig, -il(l), -ob, -oc(k), -od, -ol, -om, -on, -op, -ot, -ub, -uc(k), -ud, -uf, -ug, -up, -um, -us, -ut, -uz)

**High Frequency Words:** Employ self-monitoring strategies for continually accumulating ability to read and write accurately a large core of high-frequency words (working toward automatic knowledge of the five hundred most frequent)

**Word Meaning and Vocabulary:** The words one knows in oral and written language. For comprehension and coherence, students need to know the meaning of the words in the texts they read and write.

- o Compound Words
  - Recognize and use a variety of compound words (*airplane, airport, another, anyone, anybody, anything, everyone, homesick, indoor, jellyfish, skyscraper, toothbrush, underground, whenever*)
- o Synonyms and Antonyms
  - Recognize and use synonyms (words that mean about the same: *begin/start, close/shut, fix/mend, earth/world, happy/glad, high/tall, jump/leap*)
  - Recognize and use antonyms (words that mean the opposite: *hot/cold, all/none, break/fix, little/big, long/short, sad/glad, stop/start*).
- o Homographs and Homophones
  - Recognize and use homophones (sound the same, different spelling and meaning: *to/too/two, here/hear, blue/blew, there/their/they're*)
  - Recognize and use homographs (words that have the same spelling but a different meaning: *bat/bat, well/well, wind/wind*)
  - Recognize and use words with multiple meanings (*play/play, beat/beat, run/run*).
- o Nouns
  - Recognize and use words that represent a person, place, or thing
- o Verbs
  - Recognize and use action words
- o Adjectives
  - Recognize and use words that describe
- o Figurative Language
  - Recognize and use words to make comparisons
  - Recognize and use words that represent sounds (onomatopoeic)
  - Recognize and use action words

**Word Structure:** Words are built according to rules. Looking at the structure of the words will help students learn how words are related to one another and how they can be changed by adding letters, letter clusters, and larger word parts.

- o Syllables
  - Recognize and use syllables: open syllable ( *ho-tel*), closed syllable ( *lem-on*), syllables with a vowel and silent e ( *hope-ful*), syllables with vowel combinations ( *poi-son, cray-on*), syllables with a vowel and r ( *corn-er, cir-cus*), syllables in words with the V-V pattern ( *ri-ot*), syllables with double consonants ( *lad-der*)
  - Recognize and use syllables in words with double consonants ( *lad-der*) and in words with the VV pattern ( *ri-ot*)
- o Plurals
  - Understand the concepts of plurals and plural forms: adding -s ( *dogs, cats, apples, cats, desks, faces, trees, monkeys*); adding -es (when words end in x, ch, sh, s, ss, tch, zz); changing spelling ( *foot/feet, goose/geese, man/men, mouse/mice, woman/women*)
- o Verb Endings
  - Recognize and form present and past tense by using endings (-es, -ed: *like, likes, liked*); form present participle by adding -ing ( *liking*); make a verb past tense (-ed, d: *played, liked*)
- o Adverbs

- Recognize and use endings that form adverbs (*-ly*)
- o Suffixes
  - Recognize and use suffixes that change verbs and nouns for different functions (*-er, -es, -r, -ing*)
- o Contractions
  - Recognize and understand contractions with *am (I'm), is (he's), will (I'll), not (can't), have (could've), would or had (I'd, you'd)*
- o Possessives
  - Recognize and use possessives that add an apostrophe and an *s* to a singular noun (*dog/dog's, woman/woman's, girl/girl's, boy/boy's*)
- o Prefixes
  - Recognize and use common prefixes (*re-, -un*)

**Word-Solving Actions:** Related to all the categories previously described. Word solving focuses on the specific strategies that readers and writers make when they use their knowledge of the language system while reading and writing continuous text.

- o Break words into syllables to read and to write them
- o Add, delete, change letters (*in/win, bat/bats*), letter clusters (*an/plan, cat/catch*), and word parts to base words to help in reading or spelling words
- o Take apart compound words or join words to make compound words. (*into/in-to, side-walk/sidewalk*)
- o Use the context of the sentence, paragraph, or whole text to help determine the precise meaning of a word
- o Use word parts to derive the meaning of a word.
- o Use known words and word parts (onsets and rimes) to help in reading and spelling new words (*br-ing, cl-ap*).
- o Notice patterns and categorize high-frequency words to assist in learning them quickly.
- o Recognize base words and remove prefixes and suffixes to break them down and solve them.

### III. GOALS (Linked to [New Jersey Student Learning Standards](#))

#### Reading Standards for Reading Literature:

Key Ideas and Details  
 Craft and Structure  
 Integration of Knowledge and Ideas  
 Range of Reading and Level of Text Complexity

#### Reading Standards for Reading Informational Text:

Key Ideas and Details  
 Craft and Structure  
 Integration of Knowledge and Ideas  
 Range of Reading and Level of Text Complexity

#### Reading Foundational Standards:

Phonics and Word Recognition  
 Fluency

#### Writing Standards:

Text Types and Purposes  
 Production and Distribution of Writing  
 Research to Build and Present Knowledge  
 Range of Writing

#### Speaking and Listening Standards:

Comprehension and Collaboration  
 Presentation of Knowledge and Ideas

#### Language Standards:

Conventions of Standard English

#### IV. ASSESSMENT

Student learning will be assessed through:

- Student/teacher conferences
- Fountas and Pinnell Reading Level Assessment conducted *at least* three times a year for students beginning in September/October and then again in Feb./March and in May/June. Students not on benchmark in September/October have an additional reading level assessment in November/December.
- Teacher's College Scored Common Assessment Student Writings in Narrative, Opinion, and Information
- Writing samples and student writing portfolios
- Student presentations
- Writing Notebooks
- Readers Workshop Notebooks
- Student Performance Checklists for Writing
- Standards Based Rubrics
- Reading and Writing Pathways Performance Assessments
- Learning Progressions
- Spelling Developmental Analysis (Screening and Inventory) The inventory is given two times a year; in September/October and again in January.

#### V. SCOPE AND SEQUENCE

	Reader's Workshop		Writer's Workshop
Unit 1 Sept./Oct. 8 weeks	Building a Reading Life: Stamina, Fluency, and Engagement	Unit 1 Sept./Oct. 8 weeks	Building the Writing Community/Crafting True Stories (Narrative)
Unit 2 Nov./Dec. 8 weeks	Reading to Learn: Grasping Main Ideas and Text Structures (Nonfiction Reading)	Unit 2 Nov./Dec. 8 weeks	The Art of Informational Writing
Unit 3 Jan./Feb. 6 weeks	Character Studies	Unit 3 Jan./Feb. 8 weeks	Changing the World: Persuasive Speeches, Petitions, and Editorials
Unit 4 Feb./March 6 weeks	Mystery: Foundational Skills in Disguise	Unit 4 April/May 8 weeks	Informational Writing: Reading, Research, and Writing in Content Areas
Unit 5 April/May 6 weeks	Research Clubs: Nonfiction Reading Through Social Studies	Unit 5 May/June 8 weeks	Adapting and Writing Fairy Tales
Unit 6 May/June 6 weeks	Learning Through Reading: Countries Around the World		



**3<sup>rd</sup> GRADE READING**  
**Readers Workshop ~ Unit 1**  
**Building a Reading Life: Stamina, Fluency, and Engagement**  
**September/October**  
**8 weeks**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>Good readers read with accuracy and fluency so that comprehension is the main focus of the work that the reader is doing.</li> <li>Good readers make choices about what to read and how to read it.</li> </ul> <p><b>Goals:</b>  <b>NJSLS.RL.3.1</b> 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.  <b>NJSLS.RL.3.2</b> 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  <b>NJSLS.RL.3.3</b> Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.  <b>NJSLS.RL.3.4</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.  <b>NJSLS.RL.3.5</b> 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.  <b>NJSLS.RL.3.6</b> Distinguish their own point of view from that of the narrator or those of the characters.  <b>NJSLS.RL.3.7</b> 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)</p>	<p><b>Bend 1: Making a Reading Life</b></p> <ul style="list-style-type: none"> <li>Building a powerful reading life</li> <li>Reading as if books are gold</li> <li>Finding within-reach books and building stamina</li> <li>Setting goals and tracking progress</li> <li>Setting up systems to find and share books</li> <li>Reading with partners</li> </ul> <p><b>Bend 2: Understanding The Story</b></p> <ul style="list-style-type: none"> <li>Readers check for comprehension</li> <li>Follow textual cues as you read: Shift between envisioning and Assembling facts</li> <li>Prediction</li> <li>Making higher-level predictions</li> <li>Retelling stories</li> <li>Determining the central message or theme</li> </ul> <p><b>Bend 3: Tackling More Challenging Texts</b></p> <ul style="list-style-type: none"> <li>Tackling complex texts takes grit</li> <li>Figuring out hard words</li> <li>Using textual clues to figure out the meaning of unfamiliar words</li> <li>Making sense of figurative language</li> <li>Literal and nonliteral language</li> <li>Talking back to the text</li> <li>Raising the level of questions to unearth deeper meaning: Considering author's purpose</li> <li>Point of view</li> </ul> <p><b>Word Study/Phonics:</b></p> <ul style="list-style-type: none"> <li>Review syllables</li> </ul>	<p><b>Mentor Texts:</b>  <u>Stone Fox</u> by John Reynolds Gardiner (Chapter book read aloud)  <u>Because of Winn Dixie</u> by Kate DiCamillo (Chapter book read aloud)  <u>Thank you Mr. Falker</u> by Patricia Polacco  <u>Fig Pudding</u> by Ralph Fletcher  <u>The Man Who Walked Between</u>  <u>Silent Movie</u> by Avi  <u>Smoky Night</u> by Eve Bunting  <u>A Taste of Blackberries</u> by Doris Smith</p> <p><b>Student texts:</b>  As described in leveled book lists</p> <p><b>Teacher Resources:</b>  <u>Building a Reading Life</u>, Unit 1, Reading Units of Study by Lucy Calkins  <u>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</u> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann  <u>Daily Café</u> by Gail Boushey and Joan Moser  <u>Conferring with Readers</u> by Jennifer Serravallo  <u>The Art of Teaching Reading</u> by Lucy Calkins  <u>Reading with Meaning Teaching Comprehension in the Primary Grades</u> by Debbie Miller  <u>Word Journeys Assessment Guided Phonics, Spelling, and Vocabulary Instruction</u> by Kathy Ganske  <u>Strategies That Work</u> by Anne Goudvis and Stephanie Harvey  <u>Reading Strategies Book</u> by Jennifer Serravallo</p> <p><b>Assessment(s):</b>  Student/teacher conferences  Student presentations</p>

<p><b>NJSLS.RL.3.9</b> 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><b>NJSLS.RL.3.10</b> 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><b>NJSLS.RF.3.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>NJSLS.RF.3.3.C</b> Decode multisyllable words.</p> <p><b>NJSLS.RF.3.3.D</b> Read grade-appropriate irregularly spelled words.</p> <p><b>NJSLS.RF.3.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>NJSLS.RF.3.4.A</b> Read grade-level text with purpose and understanding.</p> <p><b>NJSLS.RF.3.4.B</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b>NJSLS.RF.3.4.C</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>NJSLS.L.3.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>A.</b> Choose words and phrases for effect.</p> <p><b>B.</b> Recognize and observe differences between the conventions of spoken and written standard English.</p> <p><b>NJSLS.SL.3.1.</b> 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><b>A.</b> Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p>	<ul style="list-style-type: none"> <li>• Introduce word-solving actions</li> <li>• Follow Word Journeys stages based on student assessment</li> </ul> <p><b>Integrate test prep into instruction:</b></p> <ul style="list-style-type: none"> <li>• Incorporate standardized test formats into chapter and unit tests</li> <li>• Require students to show their work and use test-taking skills during everyday activities</li> <li>• Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying</li> <li>• Highlight test taking skills</li> <li>• Review test taking vocabulary</li> </ul>	<p>Readers Workshop Notebooks Reading Pathways Performance Assessments Reading Learning Progressions Rubrics</p> <p><b>Fountas and Pinnell Beginning of the Year Assessment Expectations:</b> Below Expectations: Level K or below Approaching Expectations: L Meets Expectations: Level M/N Exceeds Expectations: Level O</p> <p>Note: Readers in level K should be reading eight to ten books per week, while readers in levels L/M, four to six per week, and in N/O/P/Q, two to four per week. Either way—students should be reading a lot--- and this matters more than anything else in the curricular calendar.</p> <p><b>Reading Rate</b> 115-140 words per minute by the end of the academic school year. (*Any student that enters 3<sup>rd</sup> grade with a sight vocabulary less than 150 words needs to direct focus paid towards increasing their sight-word fluency which will therefore increase their reading rate.)</p> <p><b>Word Study Assessments:</b> <b>Word Journeys Screening Inventory</b> (for any new to the district student) <b>Word Journeys Feature Inventory</b> (Based on previous year's assessments in Letter Name, Within Word, Syllable Juncture, or Derivational Constancy)</p>
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<p><b>B.</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).</p> <p><b>C.</b> Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p><b>D.</b> Explain their own ideas and understanding in light of the discussion.</p>		
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**Readers Workshop Unit 2 ~ Reading to Learn**  
**Grasping Main Ideas and Text Structures**  
**November/ December**  
**8 weeks**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>Good readers grasp the main idea in nonfiction</li> <li>Good readers identify nonfiction text structures and adjusting their reading pace</li> </ul> <p><b>Goals:</b>  <b>NJSLS.RI.3.1</b> 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.  <b>NJSLS.RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.  <b>NJSLS.RI.3.3</b> 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.  <b>NJSLS.RI.3.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.  <b>NJSLS.RI.3.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate</p>	<p><b>Bend 1: Determining Importance in Expository Texts</b></p> <ul style="list-style-type: none"> <li>Previewing nonfiction</li> <li>Looking for structure within a text</li> <li>Grasping main ideas in nonfiction texts</li> <li>Becoming experts and teaching others from nonfiction texts</li> <li>Choosing strong text evidence</li> <li>Tackling complexity</li> <li>Getting better requires clear goals and deliberate work: Learning progressions</li> </ul> <p><b>Bend 2: Lifting the Level of Thinking About Expository Texts</b></p> <ul style="list-style-type: none"> <li>Reading for significance: Approaching nonfiction reading as a learner</li> <li>Reading differently because of conversations</li> <li>Distinguishing your own opinion from that of the author</li> <li>Lifting the level of students' talk</li> </ul> <p><b>Bend 3: Synthesizing and Growing Ideas in Narrative Nonfiction</b></p> <ul style="list-style-type: none"> <li>Using text structure to hold on to meaning in narrative nonfiction</li> <li>Summarizing narrative nonfiction</li> <li>Finding relationships between a</li> </ul>	<p><b>Mentor Texts:</b>  <u><i>Deadliest Animals</i></u> (National Geographic Reader by Melissa Stewart  <u><i>Butterflies and Moths</i></u> by Bobbie Kalman  <u><i>The Pumpkin Book</i></u> by Gail Gibbons  <u><i>Emperor Penguin</i></u> by Meish Goldish  <u><i>Water Everywhere</i></u> by Jill Astkins  <u><i>Surprising Sharks</i></u> by Nicola Davies  <u><i>Bears</i></u> by Deborah Hodge  <u><i>Apples</i></u> by Gail Gibbons  <u><i>Bug-A-Licious</i></u> by Meish Goldish  <u><i>A Rock Is Lively</i></u> by Dianna Hutts Aston &amp; Sylvia Long  <u><i>Let's Go Rock Climbing</i></u>  <u><i>Caves</i></u> by Stephen P. Kramer  <u><i>Oceans and Seas</i></u> by Cassie Mayer  <u><i>Hurricane!</i></u> By Jonathan London  <u><i>All Pigs are Beautiful</i></u> by Dick King-Smith  <u><i>Appalachia: The Voices of Sleeping Birds</i></u> by Cynthia Rylant  <u><i>Bat Loves the Night</i></u> by Nicola Davies  <u><i>Ella Fitzgerald: The Talk of A Vocal Virtuosa</i></u> by Andrea D. Pinkney</p>

<p>information relevant to a given topic efficiently.</p> <p><b>NJSLS.RI.3.6</b> Distinguish their own point of view from that of the author of a text.</p> <p><b>NJSLS.RI.3.7</b> 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><b>NJSLS.RI.3.8</b> 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><b>NJSLS.RI.3.9</b> 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><b>NJSLS.RI.3.10</b> By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p><b>NJSLS.RF.3.3.</b> Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p><b>A.</b> Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p><b>C.</b> Decode multisyllable words.</p> <p><b>NJSLS.RF.3.4.</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>A.</b> Read grade-level text with purpose and understanding.</p> <p><b>B.</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p><b>C.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>NJSLS.L.3.6.</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and</p>	<p>series of ideas in a text</p> <ul style="list-style-type: none"> <li>• Tackling hard words that complicate meaning</li> <li>• Reading biographies through different lenses</li> <li>• Reflecting on important ideas in text sets or paired texts</li> <li>• Seeking underlying ideas in true stories</li> <li>• Bringing your narrative nonfiction lenses to a broader range of texts</li> <li>• Identifying when a text is hybrid nonfiction and adjusting accordingly</li> <li>• Becoming your own reading coach</li> </ul> <p><b>Word Study/Phonics:</b></p> <ul style="list-style-type: none"> <li>• Compound words</li> <li>• Reinforce word solving actions</li> <li>• Domain-specific vocabulary</li> <li>• Common prefixes</li> <li>• Follow Word Journeys stages based on student assessment</li> </ul> <p><b>Integrate test prep into instruction:</b></p> <ul style="list-style-type: none"> <li>• Incorporate standardized test formats into chapter and unit tests</li> <li>• Require students to show their work and use test-taking skills during everyday activities</li> <li>• Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying</li> <li>• Highlight test taking skills</li> <li>• Review test taking vocabulary</li> </ul>	<p><u><i>Gentle, Giant Octopus</i></u> by Karen Wallace</p> <p><u><i>Going Home: The Mystery of Animal Migration</i></u> by Marianne Berkes</p> <p><u><i>Rosa</i></u> by Nikki Giovanni</p> <p><u><i>A Voice of Her Own: A Story of Phillis Wheatley, Slave Poet</i></u> by Kathryn Lasky</p> <p><u><i>Welcome to the Green House</i></u> by Jane Yolen</p> <p><u><i>What Do You Do When Something Wants to Eat You?</i></u> By Steve Jenkins</p> <p><u><i>When Marian Sang: The True Recital of Marian Anderson</i></u> by Pam Munoz Ryan</p> <p><u><i>Cactus Hotel</i></u> by Brenda Z. Guiberson</p> <p><b>Student texts:</b> As described in leveled book lists</p> <p><b>Teacher Resources:</b> Units of Study for Teaching Reading by Lucy Calkins, <u><i>Reading to Learn</i></u>, Unit 2 <u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i></u> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p><u><i>Daily Café</i></u> by Gail Boushey and Joan Moser</p> <p><u><i>Conferring with Readers</i></u> by Jennifer Serravallo</p> <p><u><i>The Art of Teaching Reading</i></u> by Lucy Calkins</p> <p><u><i>Reading with Meaning Teaching Comprehension in the Primary Grades</i></u> by Debbie Miller</p> <p><u><i>Word Journeys Assessment Guided Phonics, Spelling, and Vocabulary Instruction</i></u> by Kathy Ganske</p> <p><u><i>Strategies That Work</i></u> by Anne Goudvis and Stephanie Harvey</p> <p><b>Assessment:</b> Student/teacher conferences Student presentations Readers Workshop Notebooks</p>
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<p>temporal relationships (e.g., After dinner that night we went looking for them).</p> <p><b>NJSLS.SL.3.1.</b> 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><b>A.</b> Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p><b>B.</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).</p> <p><b>C.</b> Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p><b>D.</b> Explain their own ideas and understanding in light of the discussion.</p> <p><b>NJSLS.SL.3.3</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>		<p>Reading Pathways Performance Assessments</p> <p>Reading Learning Progressions Rubrics</p> <p><b>Fountas and Pinnell Beginning of the Year Assessment Expectations:</b></p> <p>Below Expectations: Level L or below</p> <p>Approaching: Level M</p> <p>Meets Expectations: Level N</p> <p>Exceeds Expectations: Level O</p> <p>Note: Readers in level K should be reading eight to ten books per week, while readers in levels L/M, four to six per week, and in N/O/P/Q, two to four per week. Either way—students should be reading a lot--- and this matters more than anything else in the curricular calendar.</p> <p><b>Reading Rate</b></p> <p>115-140 words per minute by the end of the academic school year. (*Any student that still has a sight vocabulary less than 150 words needs to direct focus paid towards increasing their sight-word fluency, which will therefore increase their reading rate.)</p>
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**Readers Workshop Unit 3 ~**  
**Character Studies: Series Book Clubs**  
**January/February**  
**6 weeks**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Good readers approach a character with empathy.</li> <li>• Good readers reflect upon how a character responds to changing situations, learns lessons, and grows.</li> </ul> <p><b>Goals:</b></p>	<p><b>Bend 1: Getting To Know a Character as Friend</b></p> <ul style="list-style-type: none"> <li>• Readers notice how a new character talks and acts</li> <li>• From observations to ideas: Readers think, "What is my character like?"</li> <li>• Noticing patterns, seeing more: Growing theories</li> </ul>	<p><b>Mentor Texts:</b></p> <p><i>Because of Winn Dixie</i> by Kate DiCamillo (Chapter book read aloud)</p> <p><i>Thank you Mr. Falker</i> by Patricia Polacco</p> <p><i>Tales of a Fourth Grade Nothing</i> book series by Judy Bloom</p> <p><i>Ramona Quimby</i> book series by</p>



<p><b>NJSLS.RL.3.1</b> 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><b>NJSLS.RL.3.2</b> 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><b>NJSLS.RL.3.3</b> Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</p> <p><b>NJSLS.RL.3.4</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p><b>NJSLS.RL.3.5</b> 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><b>NJSLS.RL.3.6</b> Distinguish their own point of view from that of the narrator or those of the characters.</p> <p><b>NJSLS.RL.3.7</b> 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)</p> <p><b>NJSLS.RL.3.9</b> 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><b>NJSLS.RL.3.10</b> 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><b>NJSLS.RF.3.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>NJSLS.RF.3.3.A</b> Identify and know</p>	<ul style="list-style-type: none"> <li>about a character</li> <li>Growing bigger theories about a character: Asking why</li> <li>Using theories about characters to predict</li> <li>Using context to understand unfamiliar words</li> <li>Taking stock and self-assessing: Looking at checklists, noticing strengths and weaknesses, and making new reading goals</li> </ul> <p><b>Bend 2: Following a Character's Journey</b></p> <ul style="list-style-type: none"> <li>Stories are shaped like a mountain: Readers watch characters go up and down</li> <li>Readers expect character to face and react to trouble</li> <li>Readers notice the roles secondary characters play in the main character's journey</li> <li>Noticing the roles illustrations play in a story</li> <li>Readers pay close attention to the climax of a story, noticing how the main character is tested</li> <li>Readers notice how a character resolves big trouble</li> <li>Readers learn lessons alongside their characters</li> <li>Lingering with a story after it's done: Looking back to analyze author's craft</li> </ul> <p><b>Bend 3: Comparing and Contrasting Characters Across Books</b></p> <ul style="list-style-type: none"> <li>Comparing characters: Noticing similarities and differences</li> <li>Readers compare the problems characters face and their reactions</li> <li>Readers ask, "What makes you say that?": Engaging in text-based mini-arguments about characters</li> <li>Comparing and contrasting the lessons character learn</li> <li>Comparing and contrasting the point of view of the reader, narrator, and</li> </ul>	<p>Beverly Cleary <u>Stink</u> book series by Megan McDonald <u>Poppy</u> <u>Henry and Mudge</u> book series by Cynthia Rylant <u>The Dragon Slayer's Academy</u> by Kate McMullan <u>Amber Brown</u> series by Paula Danzinger <u>The Stories Julian Tells</u> book series by Anne Cameron <u>The Boxcar Children</u> book series by Gertrude Chandler Warner <u>Hank Zipzer</u> book series (<u>A Brand New Me!</u>) by Henry Winkler and Lin Oliver <u>Magic Tree House</u> book series by Mary Pope Osborne <u>Judy Moody</u> book series by Megan McDonald</p> <p>*A chapter book read aloud is highly suggested from a series that no one in the class is reading that is more complex than most third graders can read independently.</p> <p><b>Teacher Resources:</b> Units of Study for Teaching Reading by Lucy Calkins, <u>Character Studies</u>, Unit 3 <u>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</u> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <u>Following Characters into Meaning Envisionment, Prediction, and Inference</u> Volume 1 Written by Lucy Calkins and Kathleen Tolan <u>Daily Café</u> by Gail Boushey and Joan Moser <u>Conferring with Readers</u> by Jennifer Serravallo <u>The Art of Teaching Reading</u> by Lucy Calkins <u>Reading with Meaning Teaching Comprehension in the Primary Grades</u> by Debbie Miller <u>Word Journeys Assessment Guided Phonics, Spelling, and Vocabulary Instruction</u> by Kathy Ganske <u>Strategies That Work</u> by Anne Goudvis and Stephanie Harvey</p>
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<p>the meaning of the most common prefixes and derivational suffixes.  <b>NJSLS.RF.3.3.B</b> Decode words with common Latin suffixes.  <b>NJSLS.RF.3.3.C</b> Decode multisyllable words.  <b>NJSLS.RF.3.3.D</b> Read grade-appropriate irregularly spelled words.  <b>NJSLS.RF.3.4</b> Read with sufficient accuracy and fluency to support comprehension.  <b>NJSLS.RF.3.4.A</b> Read grade-level text with purpose and understanding.  <b>NJSLS.RF.3.4.B</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  <b>NJSLS.RF.3.4.C</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  <b>NJSLS.L.3.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.  <b>A.</b> Choose words and phrases for effect.  <b>B.</b> Recognize and observe differences between the conventions of spoken and written standard English.  <b>NJSLS.L.3.4.</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.  <b>A.</b> Use sentence-level context as a clue to the meaning of a word or phrase.  <b>B.</b> Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).  <b>NJSLS.L.3.5.</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings.  <b>B.</b> Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).  <b>NJSLS.L.3.6.</b> Acquire and use accurately grade-appropriate</p>	<p>characters</p> <p><b>Word Study/Phonics:</b></p> <ul style="list-style-type: none"> <li>• Common suffixes</li> <li>• Synonyms/Antonyms</li> <li>• Reinforce word solving actions</li> <li>• Follow <i>Word Journeys</i> stages based on student assessment</li> </ul> <p><b>Integrate test prep into instruction:</b></p> <ul style="list-style-type: none"> <li>• Incorporate standardized test formats into chapter and unit tests</li> <li>• Require students to show their work and use test-taking skills during everyday activities</li> <li>• Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying</li> <li>• Highlight test taking skills</li> <li>• Review test taking vocabulary</li> </ul>	<p><b>Assessment(s):</b>  Student/teacher conferences  Student presentations  Readers Workshop Notebooks  Reading Pathways Performance Assessments  Reading Learning Progressions  Rubrics</p> <p><b>Reading Rate</b>  115-140 words per minute by the end of the academic school year. (*Any student that who has not acquired 150 words needs to have direct focus paid towards increasing their sight-word fluency, which will therefore increase their reading rate.)</p>
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<p>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).</p> <p><b>NJSLS.SL.3.1.</b> 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><b>A.</b> Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p><b>B.</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).</p> <p><b>C.</b> Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p><b>D.</b> Explain their own ideas and understanding in light of the discussion.</p> <p><b>NJSLS.SL.3.3</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>		
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**Readers Workshop ~ Unit 4**  
**Mystery: Foundational Skills in Disguise**  
**February - March**  
**5 weeks**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>Good readers develop a sense for how mysteries go and a sense of a particular series.</li> <li>One mystery fits within a set of other, similar mysteries.</li> <li>Good readers interpret by taking away life lessons</li> </ul>	<p><b>Bend 1: Mystery Readers Read for Clues</b></p> <ul style="list-style-type: none"> <li>Mystery readers read like detectives reading pages to discover the main detective and pay attention to the clues</li> <li>Mystery readers read for clues; noticing and thinking about all the information learned while reading</li> </ul>	<p><b>Mentor Texts:</b>  <i>A to Z Mysteries</i> series by Ron Roy  <i>Amber Brown</i> series by Paula Danzinger  <i>Encyclopedia Brown</i> series by Donald Sobol  <i>Nate the Great</i> series by Marjorie Sharmat  <i>Horrible Harry</i> series by Suzy Kline  <i>Jigsaw Jones</i> mystery series by James Preller</p>

<p>from the characters and plot.</p> <p><b>Goals:</b>  <b>NJSLS.RL.3.1</b> 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.  <b>NJSLS.RL.3.3</b> Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.  <b>NJSLS.RL.3.4</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.  <b>NJSLS.RL.3.5</b> 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.  <b>NJSLS.RL.3.6</b> Distinguish their own point of view from that of the narrator or those of the characters.  <b>NJSLS.RL.3.9</b> 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).  <b>NJSLS.RL.3.10</b> 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.  <b>NJSLS.RF.3.3.</b> Know and apply grade-level phonics and word analysis skills in decoding and encoding words.  <b>A.</b> Identify and know the meaning of the most common prefixes and derivational suffixes.  <b>B.</b> Decode words with common Latin suffixes.</p>	<ul style="list-style-type: none"> <li>• Mystery readers read with suspicion; making lists of suspects and paying attention to the little details of the story</li> <li>• Mystery readers read deeper into a book to consider old clues in the light of new information</li> <li>• Mystery readers notice author's red herrings (false clues)—paying attention to author's craft</li> </ul> <p><b>Bend 2: Reading Across Mysteries</b></p> <ul style="list-style-type: none"> <li>• Readers pay close attention to the setting and to the main character's habits and strengths, predicting how the might act, when starting a new book in the series</li> <li>• Readers pay attention to not only the main character but to sidekicks and friends who help the main character</li> <li>• Good readers talk to reading book club partners about their reading—making interpretations and synthesizing information</li> </ul> <p><b>Bend 3: Mystery Readers Learn Life Lessons From Our Books</b></p> <ul style="list-style-type: none"> <li>• Mystery readers learn life lessons from their characters</li> <li>• Mystery readers notice character's' emotional reactions to situations and think about what life lesson they can take away from it</li> <li>• Readers can learn from the culprit's motives.</li> </ul> <p><b>Word Study/Phonics:</b></p> <ul style="list-style-type: none"> <li>• Figurative language</li> <li>• Shades of meaning for words</li> <li>• Reinforce word solving actions</li> <li>• Homophones/homographs</li> <li>• Root words</li> <li>• Prefixes/suffixes</li> <li>• Follow <i>Word Journeys</i></li> </ul>	<p><i>Cam Jansen</i> series by David A. Adler  <i>Who Stole The Wizard of Oz</i> by Avi  <i>Scooby Doo</i> mystery series by James Gelsey  <i>The Boxcar Children</i> book series by Gertrude Chandler Warner  <i>Bones Mystery</i> series by David Adler  <i>Jigsaw Jones</i> book series by James Preller  <i>The Twiddle Twins</i> series books by Howard Goldsmith  <i>Nancy Drew</i> series books by Carolyn Keene  <i>The Black Stallion</i> book series by Walter Farley  <i>Third Grade Detectives</i> series by George E. Stanley      *A chapter book read aloud is highly suggested from a series that no one in the class is reading that is more complex than most third graders can read independently.</p> <p><b>Teacher Resources:</b>  <i>Units of Study for Reading</i> by Lucy Calkins, Mystery Unit Grade 3  <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Writing</i> by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann  <i>Daily Café</i> by Gail Boushey and Joan Moser  <i>Conferring with Readers</i> by Jennifer Serravallo  <i>The Art of Teaching Reading</i> by Lucy Calkins  <i>Reading with Meaning Teaching Comprehension in the Primary Grades</i> by Debbie Miller</p> <p><b>Assessment:</b>      Student/teacher conferences      Student presentations      Readers Workshop Notebooks      Reading Pathways Performance Assessments      Reading Learning Progressions Rubrics</p> <p><b>Fountas and Pinnell Beginning of the Year Assessment Expectations:</b>      Below Expectations: Level M      Approaching: Level N      Meets Expectations: Level O</p>
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<p>C. Decode multisyllable words. D. Read grade-appropriate irregularly spelled words. <b>NJSLS.RF.3.4.</b> Read with sufficient accuracy and fluency to support comprehension. <b>A.</b> Read grade-level text with purpose and understanding. <b>B.</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. <b>C.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <b>NJSLS.L.3.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening. <b>A.</b> Choose words and phrases for effect. <b>B.</b> Recognize and observe differences between the conventions of spoken and written standard English. <b>NJSLS.L.3.4.</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. <b>A.</b> Use sentence-level context as a clue to the meaning of a word or phrase. <b>B.</b> Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). <b>C.</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). <b>NJSLS.L.3.5.</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings. <b>A.</b> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). <b>B.</b> Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p>	<p>stages based on student assessment</p> <p><b>Integrate test prep into instruction:</b></p> <ul style="list-style-type: none"> <li>• Incorporate standardized test formats into chapter and unit tests</li> <li>• Require students to show their work and use test-taking skills during everyday activities</li> <li>• Teach critical thinking skills.</li> <li>• Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying</li> <li>• Highlight test taking skills</li> <li>• Review test taking vocabulary</li> </ul>	<p>Exceeds Expectations: Level P</p> <p><b>Reading Rate</b> 115-140 words per minute by the end of the academic school year. (*Any student that still has a sight vocabulary less than 150 words needs to direct focus paid towards increasing their sight-word fluency, which will therefore increase their reading rate.)</p>
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<p>C. 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><b>NJSLS.L.3.6.</b> 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).</p> <p><b>NJSLS.SL.3.3</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>		
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**Reading Workshop ~ Unit 5**  
**Research Clubs**  
**April/May (6 weeks)**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>Good readers can learn from what they read</li> <li>Learning to learn is about becoming an independent thinker, problem solving, teamwork, knowledge of the world, and adaptability.</li> </ul> <p><b>Goals:</b>  <b>NJSLS.RI.3.1</b> 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.  <b>NJSLS.RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.  <b>NJSLS.RI.3.3</b> 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.  <b>NJSLS.RI.3.4</b> Determine the</p>	<p><b>Bend 1: Researching a Topic</b></p> <ul style="list-style-type: none"> <li>Revving up for a research project: Readers orient themselves to a text set</li> <li>Cross-text synthesis</li> <li>Using the lingo of experts</li> <li>Zeal matters: Pursuing collaborative inquiries with commitment</li> <li>Growing ideas about nonfiction</li> <li>Researchers ask questions</li> <li>Researchers use text features and tools to help them understand their topic and learn more</li> </ul> <p><b>Bend 2: A Second Cycle of Research</b></p> <ul style="list-style-type: none"> <li>Planning a second study</li> <li>Reading with volume and fluency</li> <li>Readers notice text structures and use them to organize their learning</li> <li>Compare and contrast</li> <li>Cause and effect</li> <li>Reading closely, thinking</li> </ul>	<p><b>Possible Read-Aloud Texts:</b>  Teacher selected small collections of assessable, high interest books on animals  Animal Book List and Animal Video List in Heinemann online resources</p> <p><b>Teacher Resources:</b>  <u><i>Research Clubs</i></u> Reading Units of Study by Lucy Calkins, Unit 4  <u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i></u> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann  <u><i>Daily Café</i></u> by Gail Boushey and Joan Moser  <u><i>Conferring with Readers</i></u> by Jennifer Serravallo  <u><i>The Art of Teaching Reading</i></u> by Lucy Calkins  <u><i>Reading with Meaning Teaching Comprehension in the Primary Grades</i></u> by Debbie Miller  <u><i>Word Journeys Assessment Guided Phonics, Spelling, and Vocabulary Instruction</i></u> by Kathy</p>

<p>meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p> <p><b>NJSLS.RI.3.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p><b>NJSLS.RI.3.6</b> Distinguish their own point of view from that of the author of a text.</p> <p><b>NJSLS.RI.3.7</b> 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><b>NJSLS.RI.3.8</b> 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><b>NJSLS.RI.3.9</b> 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><b>NJSLS.SL.3.1.</b> 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><b>A.</b> Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p><b>B.</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).</p> <p><b>C.</b> Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p><b>D.</b> Explain their own ideas and</p>	<p>deeply</p> <p><b>Bend 3: Synthesising, Comparing, and Contrasting</b></p> <ul style="list-style-type: none"> <li>• Experts widen their field of focus and see patterns</li> <li>• Asking questions, growing big ideas</li> <li>• Determining the author's point of view</li> <li>• Pursuing questions</li> <li>• Developing evidence-based theories</li> <li>• Adding to theories by researching big-picture concepts</li> <li>• Learning to apply the knowledge readers develop through their research</li> <li>• Finding solutions to real-world problems</li> <li>• Enhancing your research with multimedia</li> </ul> <p><b>Word Study/Phonics:</b></p> <ul style="list-style-type: none"> <li>• Revisit word study lessons based on teacher discretion</li> <li>• Reinforce word solving actions</li> <li>• Follow Word Journeys stages based on student assessment</li> </ul> <p><b>Integrate test prep into instruction:</b></p> <ul style="list-style-type: none"> <li>• Incorporate standardized test formats into chapter and unit tests</li> <li>• Require students to show their work and use test-taking skills during everyday activities</li> <li>• Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying</li> <li>• Highlight test taking skills</li> <li>• Review test taking vocabulary</li> </ul>	<p>Ganske <i>Strategies That Work</i> by Anne Goudvis and Stephanie Harvey</p> <p><b>Assessment:</b> Student/teacher conferences Student presentations Readers Workshop Notebooks Reading Pathways Performance Assessments Reading Learning Progressions Rubrics</p> <p><b>Reading Rate</b> 140-150 words per minute by the end of the academic school year.</p>
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<p>understanding in light of the discussion.</p> <p><b>NJSLS.SL.3.4</b> 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><b>NJSLS.SL.3.5</b> 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><b>NJSLS.SL.3.6</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)</p> <p><b>NJSLS.RF.3.3.</b> Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p><b>D.</b> Read grade-appropriate irregularly spelled words.</p> <p><b>NJSLS.RF.3.4.</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>A.</b> Read grade-level text with purpose and understanding.</p> <p><b>B.</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p><b>C.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>NJSLS.L.3.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>A.</b> Choose words and phrases for effect.</p> <p><b>B.</b> Recognize and observe differences between the conventions of spoken and written standard English.</p> <p><b>NJSLS.L.3.4.</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p><b>A.</b> Use sentence-level context as a clue to the meaning of a word or</p>		
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<p>phrase.</p> <p><b>D.</b> Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p><b>NJSLS.L.3.6.</b> 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).</p> <p><b>NJSLS.SL.3.3</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>		
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**Readers Workshop ~ Unit 6**  
**Learning Through Reading: Countries Around the World**  
**May/June 6 weeks**

<b>Understandings</b>	<b>Teaching Points (Possible Mini-Lessons)</b>	<b>Mentor Texts/Resources</b>
<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Good readers read with purpose, grapple with unfamiliar content, and decide which information is most important</li> </ul> <p><b>Goals:</b>  <b>NJSLS.RI 3.1</b> Ask and answer questions to demonstrate understanding of a text.  <b>NJSLS.RI 3.2</b> Determine the main idea of a text; recount key details and explain how they support the main idea of a text  <b>NJSLS.RI 3.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to grade 3 topic or subject area.  <b>NJSLS.RI 3.5</b> Use text features and search tools (maps, photographs) and the words in a text to</p>	<p><b>Bend 1: Learning about a Country using a Variety of Texts and Lenses</b></p> <ul style="list-style-type: none"> <li>Researchers transfer schema from previous work to new work</li> <li>Readers read easier texts before more difficult ones to get an overview and understand vocabulary</li> <li>Researchers use note taking strategies using text structures</li> <li>Researchers narrow their lens</li> <li>Researchers reflect on their notes to grow ideas about their learning</li> <li>Researchers synthesize their learning by teaching others</li> <li>Researchers use terms repeated by an author</li> </ul> <p><b>Bend 2: Researching a different Country</b></p> <ul style="list-style-type: none"> <li>Researchers think about tools and resources from past projects and apply them to new projects</li> <li>Researchers make choices</li> </ul>	<p><b>Mentor Texts:</b>  Teacher selected materials</p> <p><b>Teacher Resources:</b>  <i>If...Then...Curriculum</i> Reading Units of Study by Lucy Calkins, p. 1  <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Written</i> by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann  <i>Daily Café</i> by Gail Boushey and Joan Moser  <i>Conferring with Readers</i> by Jennifer Serravallo  <i>The Art of Teaching Reading</i> by Lucy Calkins  <i>Reading with Meaning Teaching Comprehension in the Primary Grades</i> by Debbie Miller  <i>Word Journeys Assessment Guided Phonics, Spelling, and Vocabulary Instruction</i> by Kathy Ganske  <i>Strategies That Work</i> by Anne Goudvis and Stephanie Harvey</p> <p><b>Assessment:</b></p>

<p>demonstrate understanding of a text(where, when, why and how the events occur)</p> <p><b>NJSLS.RI.3.6</b> Distinguish their own point of view from that of the author of a text.</p> <p><b>NJSLS.RI.3.7</b> Use information gained from illustrations (eg maps, photographs) and the words in a text to demonstrate understanding of the text (where, when, why and how key events occur)</p> <p><b>NJSLS.RI.3.8</b> 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><b>NJSLS.RI.3.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>NJSLS.RI.3.10.</b> By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p><b>NJSLS.RL.3.10</b> 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><b>NJSLS.RL.3.2</b> 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><b>NJSLS.RF.3.3.</b> Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p><b>A.</b> Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p><b>B.</b> Decode words with common Latin suffixes.</p> <p><b>C.</b> Decode multisyllable words.</p> <p><b>D.</b> Read grade-appropriate irregularly spelled words.</p> <p><b>NJSLS.RF.3.4.</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>A.</b> Read grade-level text with</p>	<p>about how the research will be organized, and plan notes accordingly</p> <ul style="list-style-type: none"> <li>• Researchers share information and learn from each other</li> </ul> <p><b>Bend 3: Learning and Thinking Across Countries: Exploring Similarities and Differences to Grow Ideas</b></p> <ul style="list-style-type: none"> <li>• Researchers compare and contrast noting significances</li> <li>• Researchers use compare and contrast observations and their notes to develop theories and conclusions</li> </ul> <p><b>Bend 4: Learning About Countries and Cultures Through Literature (Folktales and Fairy Tales)</b></p> <ul style="list-style-type: none"> <li>• Researchers draw on non-fiction to help them think more deeply about fiction related to their topics.</li> <li>• Researchers study narrative elements of stories to learn more about the culture.</li> <li>• Researchers compare and contrast stories about a culture to learn more about these cultures.</li> <li>• Researchers learn about the values of a culture by studying the traits of characters in that culture's stories.</li> </ul> <p><b>Word Study/Phonics:</b></p> <ul style="list-style-type: none"> <li>• Common prefixes, suffixes, and root words</li> <li>• Revisit word study lessons based on teacher discretion</li> <li>• Reinforce word solving actions</li> <li>• Follow <i>Word Journeys</i> stages based on student assessment</li> </ul>	<p>Student/teacher conferences Student presentations Readers Workshop Notebooks Reading Pathways Performance Assessments Reading Learning Progressions Rubrics</p> <p><b>Fountas and Pinnell Beginning of the Year Assessment Expectations:</b> Below Expectations: Level N Approaching: Level O Meets Expectations: Level P/Q Exceeds Expectations: Level R</p> <p><b>Reading Rate</b> 140-150 words per minute by the end of the academic school year.</p>
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<p>purpose and understanding.</p> <p><b>B.</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p><b>C.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>NJSLS.L.3.4.</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p><b>A.</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>B.</b> Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p><b>C.</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p><b>D.</b> Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p><b>NJSLS.L.3.6.</b> 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).</p>		
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**3<sup>rd</sup> GRADE WRITING**  
**Writer's Workshop Unit 1**  
**Building the Writing Community/Crafting True Stories**  
**September/October (8 weeks)**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>Writers develop a personal narrative that is driven by characters' experiences and the emotional responses of the characters to those</li> </ul>	<p><b>Teaching Points:</b></p> <p><b>Bend 1: Writing Personal Narratives with Independence</b></p> <ul style="list-style-type: none"> <li>Starting with writing workshop: Visualizing possibilities</li> </ul>	<p><b>Mentor Texts (Instructional Read Aloud):</b></p> <p><u><i>How I Spent My Summer Vacation</i></u> by Mark Teague</p> <p><u><i>The Memory Box</i></u> by Mary Bahy</p> <p><u><i>Thank you Mr. Falker</i></u> by Patricia</p>

<p>situations.</p> <ul style="list-style-type: none"> <li>• Crafting personal narratives is a process with an end product that can speak powerfully and vividly to readers.</li> </ul> <p><b>Goals:</b>  <b>NJSLS.W.3.3.</b> Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.  <b>A.</b> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.  <b>B.</b> Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.  <b>C.</b> Use temporal words and phrases to signal event order.  <b>D.</b> Provide a sense of closure.  <b>NJSLS.W.3.4.</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  <b>NJSLS.W.3.5.</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  <b>NJSLS.W.3.6.</b> With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.  <b>NJSLS.W.3.10.</b> 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.  <b>NJSLS.SL.3.6.</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  <b>NJSLS.L.3.1.</b> Demonstrate command of the conventions of standard English grammar and</p>	<ul style="list-style-type: none"> <li>• Finding ideas and writing up a storm</li> <li>• Drawing on a repertoire of strategies: Writing with independence</li> <li>• Writers use a storyteller's voice. They tell us stories, not summaries</li> <li>• Taking stock: Pausing to ask, "How am I doing?"</li> <li>• Editing as we go: Making sure others can read our writing</li> <li>• Editing as we go: Making sure we use strong words to clearly order events for the reader</li> </ul> <p><b>Bend 2: Becoming a Storyteller on the Page</b></p> <ul style="list-style-type: none"> <li>• Rehearsing: Storytelling and leads</li> <li>• Writing discovery drafts</li> <li>• Revising by studying what other authors have done</li> <li>• Storytellers develop the heart of the story</li> <li>• Paragraphing to support sequencing, dialogue, and elaboration</li> </ul> <p><b>Bend 3: Writing with New Independence on a Second Piece</b></p> <ul style="list-style-type: none"> <li>• Becoming one's own job captain: Starting a second piece, working with new independence</li> <li>• Drafting: Writing from inside a memory</li> <li>• Commas and quotation marks: Punctuating dialogue</li> </ul> <p><b>Bend 4: Fixing Up and Fancying Up Our Best Work: Revision and Editing</b></p> <ul style="list-style-type: none"> <li>• Writers revise in big, important ways</li> <li>• Revising endings: Learning from published writing</li> <li>• Using editing checklists</li> </ul> <p><b>Grammar/Punctuation:</b></p> <ul style="list-style-type: none"> <li>• Review nouns</li> <li>• Review verbs</li> <li>• Adjectives</li> </ul>	<p>Polacco  <u><i>Aunt Flossie's Hats and Crab Cakes</i></u>  <u><i>Fireflies</i></u> by Julie Brinkloe  <u><i>Thundercake</i></u> by Patricia Polacco  <u><i>Come On Rain</i></u> by Karen Hesse  <u><i>Voices in the Park</i></u> by Anthony Browne  <u><i>The Hickory Chair</i></u> by Lisa Rowe Frustino  <u><i>Owl Moon</i></u> by Jane Yolan  <u><i>Ben Trumpet</i></u> by Rachel Isadora.  <u><i>My Rotten Redheaded Older Brother</i></u> by Patricia Polacco</p> <p><b>Teacher Resources:</b>  <u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Writing</i></u> by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p><u><i>Units of Study for Narrative, Opinion, and Information Writing Crafting True Stories</i></u>  Unit 1 Crafting True Stories (Narrative) written by Lucy Calkins and Marjorie Martinelli  Grade 3 Published by Heinemann</p> <p><a href="http://readingandwritingproject.com/">http://readingandwritingproject.com/</a></p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• <b>Narrative Benchmark Assessment</b></li> <li>• Writing Checklists</li> <li>• Learning Progressions</li> <li>• Student/ teacher conferences</li> <li>• Writing samples and student writing portfolios</li> <li>• Student presentations</li> <li>• Writing Notebooks</li> <li>• Student Performance Checklists for Writing</li> <li>• Standards Based Writing Rubrics</li> <li>• Reading and Writing Pathways Performance Assessments</li> <li>• Learning Progressions</li> </ul>
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<p>usage when writing or speaking.</p> <p><b>A.</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p><b>D.</b> Form and use regular and irregular verbs.</p> <p><b>E.</b> Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p><b>G.</b> Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p><b>NJSLS.L.3.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>C.</b> Use commas and quotation marks in dialogue.</p> <p><b>E.</b> Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p><b>F.</b> Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p><b>G.</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<ul style="list-style-type: none"> <li>• Adverbs</li> <li>• Punctuating dialogue</li> <li>• Consulting reference tools during the revision process</li> </ul>	
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**Writer's Workshop Unit 2**  
**The Art of Information Writing**  
**November - December (9 weeks)**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Write informative text to examine a topic and convey ideas and information clearly.</li> <li>• Writers organize information to assist them in the writing process including introductions and text features.</li> <li>• Writers use mentor texts to</li> </ul>	<p><b>Teaching Points:</b></p> <p><b>Bend 1: Organizing Information</b></p> <ul style="list-style-type: none"> <li>• Teaching others as a way to prime the pump</li> <li>• The power of organizing and reorganizing</li> <li>• New structures lead to new thinking</li> <li>• Laying the bricks of information writing</li> <li>• Organization matters in</li> </ul>	<p><b>Mentor Texts:</b></p> <p><i><u>Dangerous Animals</u></i> by Melissa Stewart</p> <p><i><u>Butterflies and Moths</u></i> by Bobbie Kalman</p> <p><i><u>The Pumpkin Book</u></i> by Gail Gibbons</p> <p><i><u>Emperor Penguin</u></i> by Meish Goldish</p> <p><i><u>Water Everywhere</u></i> by Jill Astkins</p> <p><i><u>Surprising Sharks</u></i> by Nicola Davies</p> <p><i><u>Friends: Making Them and Keeping Them</u></i> by Patti Kelley Criswell</p>

<p>make connections within and across chapters and research topics to enhance their writing.</p> <ul style="list-style-type: none"> <li>• Writer's use a variety of writing and editing strategies to ensure accuracy of facts and clarification for reads.</li> </ul> <p><b>Goals:</b>  <b>NJSLS.W.3.2.</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  <b>A.</b> Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.  <b>B.</b> Develop the topic with facts, definitions, and details.  <b>C.</b> Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.  <b>D.</b> Provide a conclusion.  <b>NJSLS.W.3.4.</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  <b>NJSLS.W.3.5.</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  <b>NJSLS.W.3.6.</b> With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.  <b>NJSLS.W.3.7.</b> Conduct short research projects that build knowledge about a topic.  <b>NJSLS.W.3.8.</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided</p>	<p>texts large and small</p> <p><b>Bend 2: Reaching to Write Well</b></p> <ul style="list-style-type: none"> <li>• Studying mentor texts in a search for elaboration strategies</li> <li>• Making connections within and across chapters</li> <li>• Balancing facts and ideas from the start</li> <li>• Researching facts and ideas from the start</li> <li>• Reusing and recycling in the revision process</li> <li>• Creating introductions through researching mentor authors</li> </ul> <p><b>Bend 3: Moving Toward Publication, Moving Toward Readers</b></p> <ul style="list-style-type: none"> <li>• Taking stock and setting goals</li> <li>• Putting oneself in the reader's' shoes to clear up confusion</li> <li>• Using text features makes it easier for readers to learn</li> <li>• Fact-checking through rapid research</li> <li>• Punctuating and paragraphs</li> <li>• Using linking words and phrases</li> </ul> <p><b>Bend 4: Transferring Learning From Long Projects to Short Ones</b></p> <ul style="list-style-type: none"> <li>• Plan content-area writing, drawing on knowledge from across the unit</li> <li>• Revising from self-assessments</li> <li>• Crafting speeches, articles, or brochures while using information writing skills</li> <li>• Bringing all that we know to every project</li> </ul> <p><b>Grammar/Punctuation:</b></p> <ul style="list-style-type: none"> <li>• Proper and common nouns</li> <li>• Plurals</li> <li>• Irregular verbs</li> <li>• Irregular nouns</li> <li>• Verb tenses</li> <li>• Capitalization of titles</li> </ul>	<p><i>Bears</i> by Deborah Hodge  <i>Apples</i> by Gail Gibbons  <i>Bug-A-Licious</i> by Meish Goldish  <i>A Rock Is Lively</i> by Dianna Hutts Aston &amp; Sylvia Long  <i>Let's Go Rock Climbing</i> published by Houghton Mifflin  <i>Caves</i> by Stephen P. Kramer  <i>Oceans and Seas (Bodies of Water)</i> by Cassie Mayer  <i>Hurricane!</i> By Jonathan London</p> <p><b>Teacher Resources:</b>  <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas and Published by</p> <p><i>Units of Study for Narrative, Opinion, and Information</i>  Unit 2: The Art of Information Writing by Lucy Calkins and M. Colleen Cruz Grade 3 Published by Heinemann</p> <p><b>Assessment:</b>  <b>Common Assessment in Information Writing Scored with Teachers College Information Rubric</b>  <b>An expert-based project on a self-chosen topic</b></p> <p><b>Checklist for Information Writing</b></p> <p><b>Writing Progressions</b></p>
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categories.

**NJSLS.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.

**NJSLS.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.

**NJSLS.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.

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

**NJSLS.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.

**NJSLS.SL.3.5.** Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to



<p>emphasize or enhance certain facts or details.</p> <p><b>NJSLS.SL.3.6.</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><b>NJSLS.L.3.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>A.</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p><b>B.</b> Form and use regular and irregular plural nouns.</p> <p><b>D.</b> Form and use regular and irregular verbs.</p> <p><b>E.</b> Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p><b>NJSLS.L.3.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>A.</b> Capitalize appropriate words in titles.</p> <p><b>E.</b> Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p><b>F.</b> Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p><b>G.</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p><b>NJSLS.L.3.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>A.</b> Choose words and phrases for effect.</p> <p><b>B.</b> Recognize and observe differences between the conventions of spoken and written standard English.</p> <p><b>NJSLS.L.3.6.</b> Acquire and use</p>		
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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).		
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**Writer's Workshop Unit 3**  
**Changing the World:**  
**Persuasive Speeches, Petitions, and Editorials**  
**January - February (6 weeks)**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>Good writers gather and support bold opinions</li> <li>Persuasive writing includes well organized and well presented facts and details</li> </ul> <p><b>Goals:</b>  <b>NJSLS.W.3.1.</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.  <b>A.</b> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.  <b>B.</b> Provide reasons that support the opinion.  <b>C.</b> Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.  <b>D.</b> Provide a conclusion.  <b>NJSLS.W.3.4.</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  <b>NJSLS.W.3.5.</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  <b>NJSLS.W.3.6.</b> With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.  <b>NJSLS.W.3.10.</b> Write routinely over extended time frames (time for</p>	<p><b>Bend 1: Launching Work on Persuasive Speeches</b></p> <ul style="list-style-type: none"> <li>Practicing persuasion</li> <li>Gathering brave, bold opinions for persuasive writing</li> <li>Drawing on a repertoire of strategies for generating opinion writing: Writing with independence</li> <li>Editing as you go: Making sure your audience can always read your drafts</li> <li>Taking stock and setting goals</li> </ul> <p><b>Bend 2: Raising the Level of Persuasive Writing</b></p> <ul style="list-style-type: none"> <li>Gathering all that you know about your opinion</li> <li>Organizing and categorizing</li> <li>For example: Proving by showing</li> <li>By considering audience, writers select and discard material</li> <li>Paragraphing to organize our drafts</li> <li>Choosing words that sound right and evoke emotion</li> <li>Creating connections between opinions and reasons</li> <li>Looking back and looking forward: Assessing and preparing for mini-publication</li> </ul>	<p><b>Mentor Texts:</b>  <u><i>I Wanna New Room.</i></u> by Karen Kaufman Orloff  <u><i>Earrings</i></u> by Karen Viorst  <u><i>Hey, Little Ant</i></u> by Philip M. Hoose  <u><i>I Wanna Iguana</i></u> by Karen Kauffman Orloff  <u><i>Duck for President</i></u> by Betsy Lewin  <u><i>Click Clack Moo Cows That Type</i></u> by Betsy Lewin  <u><i>The True Story of the 3 Little Pigs</i></u> by Jon Scieszka  <u><i>Don't Let the Pigeon Stay Up Late!</i></u> By Mo Willems  <u><i>Bad Kitty Gets a Bath</i></u> by Nick Bruel  <u><i>The Great Kapok Tree</i></u> by Lynne Cherry</p> <p><b>Teacher Resources:</b>  <u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i></u> Written by Gay Su Pinnell and Irene C. Fountas and  <u><i>Units of Study for Narrative, Opinion, and Information Changing the World Persuasive Speeches, Petitions, and Editorials</i></u> by Lucy Calkins and Kelly Boland Hohne Grade 3 Published by Heinemann  <u><i>The Writing Strategies Book</i></u> by Jennifer Serravallo Published by Heinemann</p>

<p>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.</p> <p><b>NJSLS.L.3.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>A.</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p><b>B.</b> Form and use regular and irregular plural nouns.</p> <p><b>C.</b> Use abstract nouns (e.g., childhood).</p> <p><b>D.</b> Form and use regular and irregular verbs.</p> <p><b>E.</b> Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p><b>NJSLS.L.3.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>B.</b> Use commas in addresses.</p> <p><b>D.</b> Form and use possessives.</p> <p><b>E.</b> Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p><b>F.</b> Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>	<p><b>Bend 3: From Persuasive Speeches to Petitions, Editorials, and Persuasive Letters</b></p> <ul style="list-style-type: none"> <li>• Inquiry into petitions</li> <li>• Becoming your own job captain</li> <li>• Gathering a variety of evidence: Interviews and surveys</li> <li>• Revising your introductions and conclusions to get your audience to care</li> <li>• Taking stock again: Goal setting with more independence</li> </ul> <p><b>Bend 4: Cause Groups</b></p> <ul style="list-style-type: none"> <li>• Tackling a cause</li> <li>• Becoming informed about a cause</li> <li>• Yesterday's revisions becoming today's drafting strategies</li> <li>• Getting our own writing ready for readers</li> <li>• Celebrating activism</li> </ul> <p><b>Grammar/Punctuation</b></p> <ul style="list-style-type: none"> <li>• Proper capitalization and spelling in written work</li> <li>• Possessive nouns</li> <li>• Revisit adjectives</li> <li>• Revisit adverbs</li> <li>• Revisit verbs</li> <li>• Verb endings</li> <li>• Abstract nouns</li> <li>• Commas in addresses</li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• <b>Benchmark Assessment in Opinion Writing Scored with Teachers College Opinion Rubric</b></li> <li>• Checklist for Opinion</li> <li>• Writing Progressions-Writing Pathways</li> <li>• Student/ teacher conferences</li> <li>• Writing samples and student writing portfolios</li> <li>• Student presentations</li> <li>• Writing Notebooks</li> <li>• Student Performance Checklists for Writing</li> <li>• Standards Based Writing Rubrics</li> <li>• Writing Pathways Performance Assessments</li> </ul>
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**Writer's Workshop Unit 4**  
**Informational Writing: Reading, Research, and Writing in Content Areas**  
**April/May**  
**8 weeks**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
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<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Good writers the structure of informational writing to organize the texts</li> <li>• Drafting and revising blend together during the writing process</li> <li>• Good writers are aware of their audience</li> </ul> <p><b>Goals:</b>  <b>NJSLS.W.3.2.</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>A.</b> Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.</p> <p><b>B.</b> Develop the topic with facts, definitions, and details.</p> <p><b>C.</b> Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p><b>D.</b> Provide a conclusion.</p> <p><b>NJSLS.W.3.4.</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p><b>NJSLS.W.3.5.</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>NJSLS.W.3.6.</b> With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</p> <p><b>NJSLS.W.3.7</b> Conduct short research projects that build knowledge about a topic.</p> <p><b>NJSLS.W.3.8</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into divided categories.</p> <p><b>NJSLS.SL.3.4</b> 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><b>NJSLS.W.3.10.</b> 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</p>	<p><b>Bend 1: Writing to Develop Expertise and Grow Ideas</b></p> <ul style="list-style-type: none"> <li>• Teach students to use their notebooks to gather information about their topics- observational writing, sketching, boxes and bullets format, and questioning</li> <li>• Nudge students to think more deeply about their topics, going back and writing about what they think about the information gathered</li> </ul> <p><b>Bend 2: Planning a Table of Contents and Writing Chapters (and return to research)</b></p> <ul style="list-style-type: none"> <li>• Assess students' knowledge of using tables of contents to structure writing and then teach this.</li> <li>• Channel students to draft chapters</li> </ul> <p><b>Bend 3: Use Mentor Texts to Help Writers Revise Chapters They've Written And to Lift the Level of Upcoming Chapters</b></p> <ul style="list-style-type: none"> <li>• Use mentor texts to spotlight structure.</li> <li>• Remind students that they write new chapters and revise old chapters, returning to research</li> <li>• Use mentor texts to learn about elaboration</li> </ul> <p><b>Bend 4: Editing and Publishing to Get Ready to Teach Others</b></p> <ul style="list-style-type: none"> <li>• Remind students to draw on all that they have learned about editing to get ready to publish their writing.</li> <li>• Teach students that information writers revise with a lens for the characteristics of information writing, including headings and subheadings, diagrams and instructions and conclusions.</li> </ul> <p><b>Grammar/Punctuation:</b></p> <ul style="list-style-type: none"> <li>• Contractions</li> <li>• Comparative and superlative adjectives and adverbs</li> <li>• Simple, compound, and complex sentences</li> </ul>	<p><b>Mentor Texts:</b>  Harcourt Social Studies: Our Communities  Foss Science Materials  Leveled science texts  Teacher selected materials</p> <p><b>Teacher Resources:</b>  <u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i></u> Written by Gay Su Pinnell and Irene C. Fountas</p> <p><u><i>Units of Study for Narrative, Opinion, and Information Changing the World Persuasive Speeches, Petitions, and Editorials</i></u> by Lucy Calkins for Grade 3  Published by Heinemann  <i>Information Writing: Reading, Research, and Writing in the Content Areas, If...Then...Curriculum, page 16</i></p> <p><u><i>The Writing Strategies Book</i></u> by Jennifer Serravallo Published by Heinemann</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• <b>Information Benchmark Assessment</b></li> <li>• Checklist for Information</li> <li>• Writing Progressions- Writing Pathways</li> <li>• Student/ teacher conferences</li> <li>• Writing samples and student writing portfolios</li> <li>• Student presentations</li> <li>• Writing Notebooks</li> <li>• Student Performance Checklists for Writing</li> <li>• Standards Based Writing Rubrics</li> <li>• Writing Pathways Performance Assessments</li> </ul>
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<p>audiences.</p> <p><b>NJSLS.L.3.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>G.</b> Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p><b>H.</b> Use coordinating and subordinating conjunctions.</p> <p><b>I.</b> Produce simple, compound, and complex sentences.</p> <p><b>NJSLS.L.3.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>E.</b> Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p><b>F.</b> Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>		
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**Writer's Workshop Unit 5**  
**Adapting and Writing Fairy Tales**  
 May/June 8 weeks

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>Fairy tales require multiple small moments the narrator can stitch together</li> <li>Good writers self-assess and create goals</li> <li>Fairy tales are the perfect genre to highlight figurative language</li> </ul> <p><b>Goals:</b></p> <p><b>NJSLS.W.3.3.</b> Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p><b>A.</b> Establish a situation and introduce a narrator and/or characters; organize an event</p>	<p><b>Teaching Points:</b></p> <p><b>Bend 1: Writing in the Footsteps of the Classics</b> (Adapting a fairy tale that is one of two favorites; <i>Little Red Riding Hood</i> or <i>The Three Billy Goats Gruff</i>)</p> <ul style="list-style-type: none"> <li>Adapting classic tales</li> <li>Writing story adaptations that hold together</li> <li>Storytelling, planning, and drafting adaptations of fairy tales</li> <li>Writers can story-tell and act out as they draft</li> </ul> <p><b>Bend 2: Follow the Path: Adapting Fairy Tales with Independence</b></p> <ul style="list-style-type: none"> <li>Goals and plans are a big deal</li> <li>Telling stories that make readers</li> </ul>	<p>Short Stories:</p> <p><i>Fire and Wings</i>; <i>Dragon Tales from East and West</i> by Jane Yolen</p> <p><i>But That's Another Story</i> by Sandy Asher</p> <p><i>A Glory of Unicorns</i> by Bruce Coville</p> <p>Mentor Texts:</p> <p><i>The Rain Babies</i> by Laura Krauss Melmed</p> <p><i>Merlin and the Dragons</i> by Jane Yolen</p> <p><i>Stranger in the Mirror</i> by Allen Say</p> <p><i>Raising Dragons</i> by Jerdine Nolen</p>



<p>sequence that unfolds naturally.</p> <p><b>B.</b> Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p><b>C.</b> Use temporal words and phrases to signal event order.</p> <p><b>D.</b> Provide a sense of closure.</p> <p><b>NJSLS.W.3.4.</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p><b>NJSLS.W.3.5.</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>NJSLS.W.3.6.</b> With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</p> <p><b>NJSLS.W.3.10.</b> 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.</p> <p><b>NJSLS.L.3.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>F.</b> Ensure subject-verb and pronoun-antecedent agreement.</p> <p><b>NJSLS.L.3.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>G.</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>shiver</p> <ul style="list-style-type: none"> <li>Revising early and often</li> <li>When dialogue swamps your draft, add actions</li> <li>Painting a picture with words: Revising for language</li> <li>Editing for sentence variety</li> </ul> <p><b>Bend 3: Blazing Trails: Writing Original Fairy Tales</b></p> <ul style="list-style-type: none"> <li>Collecting ideas for original fairy tales</li> <li>From “This is a fairy tale about” to “Once upon a time”</li> <li>Tethering objects to characters</li> <li>Using descriptive language while drafting</li> <li>Revising the magic</li> <li>Revising for readers</li> <li>Highlight specific words and use sensory details to help convey experiences.</li> <li>Notice author’s craft with alliteration and sensory details to create effects.</li> </ul> <p><b>Grammar/Punctuation:</b></p> <ul style="list-style-type: none"> <li>Using reference materials to revise and draft</li> <li>Review of subject-verb agreement</li> <li>Review of grammar and punctuation concepts in strategy groups as needed</li> </ul>	<p><i>Nobody Rides the Unicorn</i> by Adrian Mitchell</p> <p>The classic tale of <i>Little Red Riding Hood</i></p> <p>The classic tale of <i>The Three Billy Goats Gruff</i></p> <p>The classic tale of <i>Cinderella</i></p> <p><i>Prince Cinders</i> by Babette Cole</p> <p><i>The Three Little Pigs</i></p> <p><i>The Emperor’s New Clothes</i></p> <p><i>Dear Cinderella</i> by Marian Moore &amp; Mary Jane Kensington</p> <p><i>The Jolly Postman and Other People’s Letters</i> by Allan Ahlberg and Janet Ahlberg</p> <p><i>Yours Truly, Goldilocks</i> by Alma Flor Ada</p> <p><i>The Complete Grimm’s Fairy Tales</i> by Jacob Grimm</p> <p><i>Little Red Riding Hood</i> by Trina Schart Hyman</p> <p><i>Snow White and the Seven Dwarfs: A Tale from the Brothers Grimm</i> by Jacob Grimm, Wilhelm K. Grimm</p> <p><i>The Fisherman and His Wife</i> by Rachel Isadora</p> <p><i>Paul Bunyan</i> by Steven Kellogg</p> <p><i>Paul Bunyan</i> by Stephen Krensky</p> <p><i>The Bunyans</i> by Audrey Wood</p> <p><i>Abiyoyo</i> by Pete Seeger</p> <p><i>Borreguita and the Coyote</i> by Verna Aardema</p> <p><i>The Empty Pot</i></p> <p><i>Little Sima and The Giant Bowl: A Chinese Folktale</i></p> <p><i>Ming Lo Moves the Mountain</i> by Arnold Lobel</p> <p><i>Mufaro’s Beautiful Daughters</i> by John Steptoe</p> <p><i>The Paper Crane</i> by Molly Bang</p> <p><i>A Story, A Story</i> by Gail Haley</p> <p><i>The Talking Eggs: A Folktale From South America</i> by Robert San Souci</p> <p><i>Why Mosquitoes Buzz in People’s Ears</i> by Verna Aardema</p> <p><i>Why the Sky is Far Away: A Nigerian Folktale</i> by Mary Joan Gerson</p> <p><i>Tales of Uncle Remus: The Adventures of Brer Rabbit</i> by Julius Lester and Jerry Pinkney</p>
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## Bibliography

\*Quotations and citations were not specifically referenced in the curriculum document, but much credit should be given to The Reading and Writing Project and Lucy Calkins, as well as her colleagues at The Reading and Writing Project. Credit should also be given to Irene Fountas and Gay Su Pinnell for their work on the Continuum of Literacy Learning. Our curriculum document would not be possible without the thinking and research of these individuals and organizations.

*Units of Study in Opinion, Information, and Narrative Writing* Written by Lucy Calkins with Colleagues from The Reading and Writing Project

*Units of Study in Reading, Grade 3* Written by Lucy Calkins with Colleagues from The Reading and Writing Project

*The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching* Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann

*The Daily Café* by Gail Moser and Jane Boushey Published by Stenhouse Publishers