Reading

Grade 3

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Superintendent of Schools:

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Approved by the Midland Park Board of Education on

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Third Grade Reading

Course Description:

In the Grade 3 reading curriculum, readers begin to explore their identity as readers. Through exposure and immersion into a balance of fictional and non-fiction units, third graders begin to develop a repertoire of strategies to draw upon when they read. In fictional texts, the focus is on character and their relationships, setting, problem, events, and solution. Beyond this, readers make connections and inferences based on their reading. In non-fiction texts, readers develop an understanding of how to interpret and analyze different text structures to make meaning from reading. Another major focus in the third grade year is to shift from learning to read to making connections, developing thought and recording it in notebooks.

Course Sequence:

Unit Title	Duration
Unit 1: Building A Community of Readers	6 weeks
Unit 2: What's in a Story?	4 weeks
Unit 3: Let's Get to the Point! Main Idea	7 weeks
Unit 4: Comparing Fiction & Biography Genres	6 weeks
Unit 5: Reading Informational Texts to Gather Research	7 weeks
Unit 6: Book Clubs	8 weeks

Unit 1 Overview

Content Area: Reading

Unit Title: Building a Reading Life   6 Weeks

Grade Level: 3

Unit Summary: In this unit, students take control of their reading lives by thinking about their reading identities and reading books they love with zeal. Students learn to select just-right books. They consider the sorts of questions they can ask of a text to read with alertness and engagement. Additionally, students use known strategies to monitor for meaning, noticing when the story breaks down and what gets in the way. They practice strategies for word solving, including what to do when they encounter unknown words or expressions, or figurative language. With partners, students listen and talk in effective ways by asking and addressing questions, and building on each other's points. By engaging in this reading, thinking, and talking, students build the foundation for a year of meaningful learning.

Unit 1 Standards

Standards (Content and Technology)**:**

CPI#:	Statement:
NJSLS Standards	
RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.3	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
	    A. Identify and know the meaning of the most common prefixes and derivational suffixes.
	    B. Decode words with common Latin suffixes.
	    C. Decode multisyllable words.
	    D. Read grade-appropriate irregularly spelled words.

RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
	    A. Read grade-level text with purpose and understanding.
	    B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
	    C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

	A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. D. Explain their own ideas and understanding in light of the discussion.
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL.3.5	Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. A. Use sentence-level context as a clue to the meaning of a word or phrase. B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*). C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

21st century themes and skills (standard 9)

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

Educational Technology Standards

8.1.5.A.1	Understand and Use Technology Systems-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2	Select and use applications effectively and productively.- Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.

Career Ready Practices

CRP1.	Act as a responsible and contributing citizen and employee.
CRP2.	Apply appropriate academic and technical skills.
CRP3.	Attend to personal health and financial well-being.

Interdisciplinary Connection

6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

Unit Essential Question(s):
- Where does reading fit in my life?
- How can jotting and talking about books enhance my reading experiences?

Unit Enduring Understandings:
- Select appropriate texts to read
- Identify genres/stories they enjoy
- Create dialogue around their reading

Unit Learning Targets/Objectives:
Students will…
- Describe and build their reading identities
- Select "just right" texts and use both tools and strategies to help them understand what they've read
- Develop each other in the reading community by sharing strategies, building conversation, and using routines to improve their reading lives.
- Write about their reading to remember ideas
- Determine character traits, motivations, or feelings
- Discuss reading and refer to specific parts of stories (i.e. chapters or illustrations)
- Analyze word parts and apply phonetic sounds to multisyllabic words to aid fluent reading
- Create a visual timeline on computer of past reading experiences

Evidence of Learning

Formative Assessments: Conferences with students, examining student work (i.e. notebook entries and responses), Fountas & Pinnell Reading Benchmark Assessment program, question/answer routines, exit slips, homework, reading logs

Summative/Benchmark Assessment(s): Rubric and comprehension assessments, Fountas & Pinnell Reading Benchmark Assessment program, unit tests

Alternative Assessments: Modified versions of formative and summative assessments, project-based assessment, oral assessment

Resources/Materials (copy hyperlinks for digital resources)**:**

- The Reading Strategies Book by Jennifer Serravallo
- The Writing Strategies by Jennifer Serravallo
- Teaching Reading in Small Groups by Jennifer Serravallo

Suggested Read Alouds:
- My Name is Maria Isabella by Alma Flor Ada
- The Year of Billy Miller by Kevin Henkes

Suggested Interactive Read Alouds/Unit Mentor Texts:
- Too Many Tamales by Gary Soto
- A Day's Work by Eve Bunting
- Chicken Sunday by Patricia Polacco
- Each Kindness by Jacqueline Woodson

Vocabulary and Key Concepts:

Characters, Setting, Problem, Life Lesson, Retell, Summary, Synthesize, Turn & Talk, Stop & Jot, Fluency, Fluent, Inference, Stamina, Goal, Self-Monitor, Conversation, Listener, Comprehend, Fiction, Nonfiction

Modifications:
- **Special Education/ 504 Students -**
  - Allow errors
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions, and permit drawing, as an explanation
  - Accept participation at any level, even one word
  - Consult with Case managers and follow IEP/ 504 accommodations/ modifications
- **English Language Learners -**
  - Assign a buddy, same language or English speaking
  - Allow errors in speaking
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions
  - Accept participation at any level, even one word
- **At-Risk Students -**
  - Provide extended time to complete tasks
  - Consult with Guidance Counselors and follow I&RS procedures / action plans
  - Consult with classroom teacher(s) for specific behavior interventions
    Provide rewards as necessary
- **Gifted and Talented Students-**

  - Provide extension activities
  - Build on students' intrinsic motivations
  - Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans- Suggested Pacing Guide		
Lesson Name/ Topic	**Lesson Objective(s)**	**Time frame (day(s) to complete)**
Readers describe and build their reading identities.	**Readers reflect on their reading experiences by...** ○ asking themselves, "When was reading not so great for me?" ○ asking themselves, "When was reading the best it can be?" ○ asking themselves, "How can I change my reading life to make it better?"	1 week
Goal Setting	**Readers set goals that help them grow and build stronger reading lives by...** ○ staying focused during reading time. ○ Record reading goals by writing "My first goal is to… I will…" ○ recognizing what they will enjoy reading: books they are interested in and find comfortable to read (can read smoothly, with accuracy and comprehension) ○ thinking of ways they can choose books that fit their reading preferences and also stretch their repertoire.	1 week

	o creating a system to help them choose books they don't want to stop reading. o having plenty of books on hand at all times.	

Reading Fluency
 	
Readers choose "just right" texts and use both tools and strategies to help them understand.
	Readers try to read at an appropriate pace *and* in such a way that lets the words "sink in."
	● Readers self monitor by pausing when they become confused in the text they are reading.
	  o Say, "Huh?" and reread for information to help clear the confusion.
	● Readers tackle tricky words, using a variety of strategies and not stopping until they are confident they are successful.
	● Readers recognize when books are not right for them
	  o Words are too tricky (use the 5-finger rule)
	  o Not interested in the topic or genre
	  o Reader can not get into the book after a few chapters
		2 weeks

Notebook entry work	**Readers jot and write about their reading to remember, reflect, grow, and deepen ideas..** ● Readers record a "synthesized summary"' by fitting together all the parts they have read that are most important. ● Readers don't always retell, but instead, jot when they have wonderings, deep thinking, or emotional reactions to a part of the text. ● Readers tune into their thinking when they read. They stop & jot ideas, thoughts, wonders, and opinions. ● Readers grow by thinking in different ways, remembering to not only predict or not only question, but jot different types of thinking. ● Readers support their ideas with proof from whatever they are reading. They know statements and ideas are strengthened when backed up with evidence. ● Readers reflect back to their reading and often write long and strong about an idea they quickly jotted while reading.	2 weeks

Teacher Notes:

Classroom Library Considerations:

Students will be reading books that they find interesting and accessible. In this unit, students may read a combination of fiction and nonfiction. However, the majority of their selections will likely be fiction. Student book boxes/baggies may also include "short reads" such as magazines, poetry books, etc.

Levels	Books In Book Box/Baggie (1 week)
H, I, J, K	8-12
L, M	4-6
N, O, P, Q	3-5
R, S, T	2-3
U, V, W	1-2

● Assign rug spots where partners sit beside each other- practicing talking during "turn & talks"will promote greater partnership independence later in the workshop.

- Spend a day personalizing reading notebooks: gluing on covers of favorite books, quotes about reading, etc.

- During interactive read aloud, model stopping and jotting/creating different sorts of post its and reading notebook entries.

- Create a running list of different choices students have to show their thinking in their reading notebook.

- Model being an invested reader- keep your own reading notebook! This will also be a valuable teaching tool.

- Fishbowl early partner talks- talk about strengths and moves to enhance conversation

- Co-create chart:
  - Ways we can share with partners
  - Self monitoring cycle
  - List of helpful word solving strategies

- Readers can create "reading timelines" in their notebooks, charting some of their favorite books and reading memories.

- Readers can jot goals in a "goal section" of their reading notebook. Goals can also be posted in the classroom to increase both accountability and a sense of community.

- Teachers can record student goals in record keeping notes- and support students in working towards these goals.

- Give mini-assessment on each goal as they are taught (1-2 questions; jot on a post-it; padlet)

Celebration Ideas:
This is a time for readers to pause and reflect on what they have learned and celebrate. Here's a few possibilities for this unit:
- Students create "thank you" notes for their partners- explaining how the partner helped them and made reading more fun.
- Readers each give a "book talk" on their favorite book that they read in the unit (can be presented in small groups to make the celebration fit into one period)
- Readers create a book recommendation bulletin board (near the classroom library) - they can add post-its to advertise books others may like.
- Students video a book talk and "attach" to a QR code that is taped inside a book- other students can access the recommendation using a QR code reader to see if a book is one they might enjoy.
- Partners (or small groups) share a favorite reading notebook entry and say what made this type of entry both fun and meaningful. Partners tell each other when that type of chart would be appropriate and how to create this type of chart.

UDL Guidelines: Presentation Methods	UDL Guidelines: Action and Expression Methods	UDL Guidelines: Engagement Methods
● Evidence through weekly lesson plans	● Evidence through weekly lesson plans	● Evidence through weekly lesson plans

Unit 2 Overview

Content Area: Reading

Unit Title: What's in a story   4 Weeks

Grade Level: 3

Unit Summary: In this unit, students immerse themselves in the fictional genre reading books and focusing on story elements. Students will spend time working on goals set in unit 1, building stamina, and learn to identify the story elements in what they are reading. Students will begin to stop and take note of who the character is, where the story takes place (setting) and how it impacts the character or story, meaningful events that occur, the problem, and how it is resolved. Students can expect these story elements to occur each time they read a new text, allowing them to increase their comprehension.

Unit 2 Standards

Standards (Content and Technology)**:**

CPI#:	Statement:
NJSLS Standards	
RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.3	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Identify and know the meaning of the most common prefixes and derivational suffixes. B. Decode words with common Latin suffixes. C. Decode multisyllable words. D. Read grade-appropriate irregularly spelled words.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding.

	B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
	C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. D. Explain their own ideas and understanding in light of the discussion.
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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21st century themes and skills (standard 9)	
9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

Educational Technology Standards	
8.1.5.A.1	Understand and Use Technology Systems-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2	Select and use applications effectively and productively.- Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
Career Ready Practices	
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP3	Attend to personal health and financial well-being.
Interdisciplinary Connection	
3.MD.C.5	Geometric measurement: understand concepts of area and relate area to multiplication and to addition. Recognize area as an attribute of plane figures and understand concepts of area measurement. a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.
3.MD.C.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and non-standard units).

Unit Essential Question(s):

● How are all fictional stories alike?

● What can I expect to uncover in the beginning, middle, and end or a story?

Unit Enduring Understandings:

   ● Look for story elements present in fictional texts

   ● Stop and jot about character

Unit Learning Targets/Objectives:

Students will…

- Retell the events of the story

- Describe the setting and character's actions, thoughts, and words spoken

- Identify problem and solution

- Hypothesize how the character might change and track changes

- Develop questions to ask while reading

- Explain ideas related to partner's

- Analyze word parts and apply phonetic sounds to multisyllabic words to aid fluent reading

Evidence of Learning

Formative Assessments: Conferences with students, examining student work (i.e. notebook entries and responses), Fountas & Pinnell Reading Benchmark Assessment program,question/answer routines, exit slips, homework, reading logs

Summative/Benchmark Assessment(s): Rubric and comprehension assessments, Fountas & Pinnell Reading Benchmark Assessment program, unit tests

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- A Day's Work by Eve Bunting

- Chicken Sunday by Patricia Polacco

- Each Kindness by Jacqueline Woodson

- The Keeping Quilt by Patricia Polacco

Vocabulary and Key Concepts: (*embed in conversation, not necessarily directly taught*)

Character, trait, emotion, plot, story elements, summarize, events, sequence, setting, logical, dialogue, relationships, problem, solution.

Modifications:

- **Special Education/ 504 Students -**

  o   Allow errors

  o   Rephrase questions, directions, and explanations

  o   Allow extended time to answer questions, and permit drawing, as an explanation

  o   Accept participation at any level, even one word

  o   Consult with Case managers and follow IEP/ 504 accommodations/ modifications

- **English Language Learners -**

  o   Assign a buddy, same language or English speaking

  o   Allow errors in speaking

  o   Rephrase questions, directions, and explanations

  o   Allow extended time to answer questions

  o   Accept participation at any level, even one word

- **At-Risk Students -**

  o   Provide extended time to complete tasks

  o   Consult with Guidance Counselors and follow I&RS procedures / action plans

  o   Consult with classroom teacher(s) for specific behavior interventions

      Provide rewards as necessary

- **Gifted and Talented Students-**

  o   Provide extension activities

  o   Build on students' intrinsic motivations

  o   Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans- Suggested Pacing Guide		
Lesson Name/ Topic	**Lesson Objective(s)**	**Time frame (day(s) to complete)**
Readers know the kind of thinking work to do in the beginning of a story.	● Readers study the way characters talk and what they say. They use this information to tell what kind of person their character is. ● Readers pay attention to the internal thinking of a character. They use this thinking to think about the character's emotions	1 week

	and how they are really feeling. ● Readers collect details from the text to create a map of the character in their notebook ● Students will analyze the setting of story, and decide how it will impact the story.	
Readers know the work of a reader in the middle of the book.	● Readers notice actions, thoughts, and words to develop a character trait (external & roles) ● Readers think about the choices characters make and cause and effect relationships and how they impact the story ● Readers are tracking big events across the story. One way to do this by creating a story arc in their notebooks. ● Readers notice the problem gets worse and worse (evolves/spirals) before it gets better	1 week
Readers summarize what they have read.	● Readers summarize in their notebooks what the story is about. They include important characters and events in their summary. ● Readers know that when they are summarizing it is important to pick out a logical sequence of events. ● When readers summarize, they talk about the story in a logical sequence of events. ● Readers reflect by making an emotional timeline showing how a character changes across a story ● Readers recognize when the problem in the story is solved and what events lead to it being solved	2 weeks

Teacher Notes:

Optional culminating project idea:

The Keeping Quilt* by Patricia Polacco is a great book early in the year to facilitate a positive tone around acceptance of differences. Students can bring in a piece of an old t-shirt or blanket to contribute to class quilt Students can then apply multiplication and measurement strategies to create their quilt.**The Amistad Commission**

UDL Guidelines: Presentation Methods	UDL Guidelines: Action and Expression Methods	UDL Guidelines: Engagement Methods
● Evidence through weekly lesson plans	● Evidence through weekly lesson plans	● Evidence through weekly lesson plans

Unit 3 - Overview

Content Area: Reading

Unit Title: Unit 3: Let's get to the Point! Main Idea   7 weeks

Grade Level: 3

Unit Summary: In this unit, students further develop their reading identities by delving into informational texts. Students will nurture their personal passions by reading high-interest nonfiction texts. Students read these texts with stamina and fluency, self-monitor their understanding, get the gist of the text, and determine the meaning of unfamiliar words. Students read with a focus on moving beyond topic to more completely understand the main ideas and details presented. Students also begin to ask how the parts fit together and and hold questions in mind as they read, looking for answers. They practice thinking and talking about their reading both independently and with partners.

Unit 3 - Standards

Standards (Content and Technology)**:**

CPI#:	Statement:
NJSLS Standards	
RI.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI.3.6	Distinguish their own point of view from that of the author of a text.
RI.3.7	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
RI.3.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.

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

RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
	
	    A. Identify and know the meaning of the most common prefixes and derivational suffixes.
	
	    B. Decode words with common Latin suffixes.
	
	    C. Decode multisyllable words.
	
	    D. Read grade-appropriate irregularly spelled words.

RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
	
	    A. Read grade-level text with purpose and understanding.
	
	    B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
	
	    C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.3.7	Conduct short research projects that build knowledge about a topic.
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
	
	    A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
	
	    B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
	
	    C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
	
	    D. Explain their own ideas and understanding in light of the discussion.

SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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SL.3.5	Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
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21st century themes and skills (standard 9)

9.1.4.F.2	Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

Career Ready Practices

CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP3	Attend to personal health and financial well-being.

Educational Technology Standards

8.1.5.A.1	Understand and Use Technology Systems-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2	Select and use applications effectively and productively.- Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.

Interdisciplinary Connection

NGSS 3-PS2-3	Ask questions that can be investigated based on patterns such as cause and effect relationships

NGSS 3-PS2-1	
	Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered

Unit Essential Question(s):

- How do we read informational texts?

- How can we keep track of learning?

- How can we grow ideas about informational texts?

Unit Enduring Understandings:

Readers figure out the broad topic, main topic, and main ideas of a text.

- Readers use information from words and text features to determine main ideas and details.

- Readers share the key details and explain how they support the main idea.

- Readers teach their partners about their topic by describing the connections between parts of a text and how they go together.

- Readers compare information across books with a partner and through writing.

Unit Learning Targets/Objectives:

Students will…

- Incorporate text features in their reading to support their comprehension

- Determine the main idea of sections of text

- Categorize details to support development of main idea

- Elaborate on what they've read, as opposed to only collecting facts by connecting facts

- Determine point of view from author

- Summarize parts of a text (i.e. stanza, paragraph, chapter)

Evidence of Learning

Formative Assessments: Conferences with students, examining student work (i.e. notebook entries and responses), Fountas & Pinnell Reading Benchmark Assessment program,question/answer routines, exit slips, homework, reading logs

Summative/Benchmark Assessment(s): Rubric and comprehension assessments, Fountas & Pinnell Reading Benchmark Assessment program, unit tests

Alternative Assessments: Modified versions of formative and summative assessments, project-based assessment, oral assessment

Resources/Materials (copy hyperlinks for digital resources)**:**

- The Reading Strategies Book by Jennifer Serravallo

- The Writing Strategies by Jennifer Serravallo

- Teaching Reading in Small Groups by Jennifer Serravallo

Modifications:

- Special Education Students -

  o Allow errors

  o Rephrase questions, directions, and explanations

  o Allow extended time to answer questions, and permit drawing, as an explanation

  o Accept participation at any level, even one word

  o Consult with Case Managers and follow IEP accommodations/modifications

- English Language Learners -

  o Assign a buddy, same language or English speaking

  o Allow errors in speaking

  o Rephrase questions, directions, and explanations

  o Allow extended time to answer questions

  o Accept participation at any level, even one word

- At-Risk Students -

  o Provide extended time to complete tasks

  o Consult with Guidance Counselors and follow I&RS procedures/action plans

  o Consult with classroom teacher(s) for specific behavior interventions

  o Provide rewards as necessary

- Gifted and Talented Students -

  o Provide extension activities

  o Build on students' intrinsic motivations

  o Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans- Suggested Pacing Guide		
Lesson Name/Topic	**Lesson Objective(s)**	**Time frame (day(s) to complete)**

Readers figure out the broad topic, main topic, and main ideas of a text.	● Readers get their minds revved up for reading nonfiction by previewing the book and imagining *what* and *how* it might teach about the topic. ● Readers consider & decide if information is important or simply interesting. ● Readers read on high alert for clues as to the main idea. ● Readers look for the "pop-out" sentence as they read, knowing that often one sentence (often the first or last) summarizes the content of a paragraph or part. ● Readers find the main idea in a chunk of text by asking themselves, "What is this saying?" and "How does this fit with what's been said so far?" ● Readers reflect on the sentences they read and say what they have learned in one short statement, not one word or a question. ● Readers chunk long texts and after reading each chunk, say or jot, "This part teaches me…" ● Readers of nonfiction read for main ideas by stopping regularly and asking, "What is the one big thing that this text is teaching and how do all the other details connect with this?"	2 weeks

Readers use information from words and text features to determine main ideas and details.	Readers use the text features on each page to get ready to take in the new information: "What's this page likely to be about?" "What do I know about this topic already?" They do this by:
	
	● Scanning each page, pointing, and thinking about the features on the page to which they are paying attention:
	
	    ○ "This heading says…, so I think this page is mostly about…"
	
	    ○ "I looked at this [picture/caption/graph] and saw…, and this [picture/caption/graph] and saw…. If I put them together, I think these pages will be about…"
	
	● Adjusting their thinking based on new information
	
	    ○ "But look at this [picture/caption/graph] where I see…. So now I'm thinking that maybe…"
	
	● Considering places in the text where their thinking was correct and places where their thinking needs to change.
		2 weeks

	○ "I was right about…, but I was wrong about…", "This part is actually mostly about…"	
Analyze Text Structures	Readers look for signal words to figure out how a section has been set up (text structure): ● <u>Comparison</u>: "Just like…", "Different than…", "Alike…", "Both…" ● <u>Cause/Effect:</u> "As a result…", "Because of…", "This brought about…", "The effect of this was…", "This changed…", "Therefore…" ● <u>Problem/Solution</u>: "Threat," "Challenge," "Obstacle," "Problem," "Resolution," "Overcame," ● <u>Chronological</u>: "First," "Second," "Next," "Afterwards," "Years later" ● <u>Question/Answer:</u> "Who," "What," "Where," "Why," "When," "How"	1 week
Partner Work	**Readers teach their partners about their topic by describing the connections between parts of a text and how they go together.** Readers share learning about main ideas and details: ● Readers point out the details in the pictures or diagrams that highlight what they're saying. ● Readers link previous learning to the new information by flipping back and forth to show pictures and by explaining how those pictures go together. ● Readers use a teaching voice to emphasize what is important. ● Readers act out what they learned and invite their partner to join in. ● Readers go back to the text and share/read a *small* part that supports what they are saying.	2 weeks (ongoing throughout unit)

Teacher Notes:

● Interactive Read Aloud and Shared Reading are additional places where teachers can support students in ways to find the main idea.

● Ideas for <u>Immersion</u> <u>Week</u>: Read aloud nonfiction; shared reading; inquiry about fiction vs. nonfiction; what are the text features and its purposes in reading

- Anchor Chart (3 sections)-

  - features   what it looks like purpose

  - keep it limited to what they will likely see

- Incorporate videos, pictures, magazines, infographics, articles

- Interactive read aloud and shared reading can be used to teach into determining main ideas & aligned supportive details.

- Shared and interactive writing can be used to teach into jotting notes on main idea & details.

- Teachers can co-create a chart with students to remind students of different text structures, clue words for different text structures, and what text and features often "go" with different structures.

- Teachers may want to collaborate to write an informational paragraph on the same topic-but using a different text structure each time. These can be used to help students better understand different text structures.

- Incorporate videos, pictures, magazines, infographics, articles

- A teacher can model a partner conversation with a student

- Student partnerships can model strong conversation for others in a "fishbowl."

- A chart and/or tool can be created for students to use to provide support and focus of self/partner reflection

- Incorporate videos, pictures, magazines, infographics, articles

- Resources can be connected to Science or Social Studies Unit

  - *Provide students with texts related to support the **Amistad Commission** (link here texts recommended: *Freedom Summer* by Deborah Wiles)

  - **The Holocaust Commission** Activity: Read a selection of quotes and have students determine its meaning. Then, have them develop quotes for a topic, idea, or cause that they feel strongly about. Reference link here for further resources

Additional Resources:

Reflection & Celebration Ideas: This is a time for readers to pause and reflect on what they have learned and celebrate.

Partners celebrating! Partners read a text together and quickly plan a presentation on a shared topic that they studied

Some ideas:

- Each partner takes one part and teaches it to others.

- Make a poster board that includes diagrams and charts

- Make a model and present how that model fits with learning

- Put together a PowerPoint/Google Slides presentation

UDL Guidelines: Presentation Methods	UDL Guidelines: Action and Expression Methods	UDL Guidelines: Engagement Methods
● Evidence through weekly lesson plans	● Evidence through weekly lesson plans	● Evidence through weekly lesson plans

Unit 4 - Overview

Content Area: Reading

Unit Title: Comparing Fiction & Biography Genres   7 weeks

Grade Level: 3

Unit Summary: In this hybrid unit, students read both narrative (fiction) texts and narrative nonfiction (biography) texts. In the first half of the unit, students delve deeply into studying character in fiction books. In the second half of the unit, readers apply their learning about characters in fiction book to biographies. While reading biographies, students read with a lens where they consider subjects of biography as "characters" in their own "life stories." In this way, the genres work well together. Across the unit, students grow ideas about the main character/subject of biography, and work to develop theories and use more precise vocabulary to describe characters/these people. They begin to grow more sophisticated theories about characters and to compare thinking and ideas across texts. Further, students engage in interpretation as they consider what lessons are taught by reading these books. Students learn to carry the spirit and messages of these books in their own lives.

Unit 4 - Standards

Standards (Content and Technology)**:**

CPI#:	Statement:
NJSLS Standards	
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
RL.3.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
RI.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Identify and know the meaning of the most common prefixes and derivational suffixes. B. Decode words with common Latin suffixes. C. Decode multisyllable words. D. Read grade-appropriate irregularly spelled words.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. D. Explain their own ideas and understanding in light of the discussion.
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL.3.5	Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
	A. Use sentence-level context as a clue to the meaning of a word or phrase.
	B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
	C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
	D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

21st century themes and skills (standard 9)
9.1.4.F.2	Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

Career Ready Practices
CRP1.	Act as a responsible and contributing citizen and employee.
CRP2.	Apply appropriate academic and technical skills.
CRP3.	Attend to personal health and financial well-being.

Educational Technology Standards
8.1.5.A.1	Understand and Use Technology Systems-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2	Select and use applications effectively and productively. Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.

Interdisciplinary Connection

6.1.4.A.10	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.4.A.16	Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.

Unit Essential Question(s):

- How can we use what we know about fiction to study biography?

- How can we we carry the messages of books into our worlds and live differently because of our reading experiences?

Unit Enduring Understandings:

Readers notice the characteristics that are similar and different about fiction and biography.

- Readers pay attention and keep track of the characters— especially their challenges, triumphs, and life lessons and compare these across texts.

- Readers talk about the larger messages authors are sending us about the world.

Unit Learning Targets/Objectives:

Students will…

- Explain the similarities between characters in a book and people in real life

- Determine the main ideas of texts and what it means in our world

- Develop opinions around people and social change

- Engage in conversation with peers around opinions expressed in text and their own perspectives

- Analyze how people's actions have changed our world

Evidence of Learning

Formative Assessments: Conferences with students, examining student work (i.e. notebook entries and responses), Fountas & Pinnell Reading Benchmark Assessment program,question/answer routines, exit slips, homework, reading logs

Summative/Benchmark Assessment(s): Rubric and comprehension assessments, Fountas & Pinnell Reading Benchmark Assessment program, unit tests

Alternative Assessments: Modified versions of formative and summative assessments, project-based assessment, oral assessment

Resources/Materials (copy hyperlinks for digital resources)**:**

- The Reading Strategies Book by Jennifer Serravallo

- The Writing Strategies by Jennifer Serravallo

- Teaching Reading in Small Groups by Jennifer Serravallo

Suggested Read Alouds:

Crenshaw by Katherine Applegate

Words of Stone by Kevin Henkes

The Wild Robot by James Brown

Because of Winn-Dixie by Katherine Applegate

Suggested Interactive Read Alouds/Unit Mentor Texts:

Fiction:

Rosie Revere Engineer by Andrea Beaty

What Do You Do With An Idea (Problem) both by Kobi Yamada

Biography:

Wilma Unlimited by Kathleen Krull

Balloons Over Broadway: The True Story of the Puppeteer of Macy's Parade by Melissa Sweet

Frida by Jonah Winter and Ana Juan

Alvin Ailey by Andrea Davis Pinkney and Brian Pinkney

Rosa by Nikki Giovanni and Bryan Collier

Classroom Library Considerations:

For the first half of the unit, students will be primarily reading high-interest, accessible fiction books.

For the second half of the unit, students will be primarily reading multiple high-interest, accessible biographies.

Modifications:

- Special Education Students -

    o Allow errors

    o Rephrase questions, directions, and explanations

    o Allow extended time to answer questions, and permit drawing, as an explanation

    o Accept participation at any level, even one word

    o Consult with Case Managers and follow IEP accommodations/modifications

- English Language Learners -

    o Assign a buddy, same language or English speaking

    o Allow errors in speaking

    o Rephrase questions, directions, and explanations

    o Allow extended time to answer questions

    o Accept participation at any level, even one word

- At-Risk Students -

    o Provide extended time to complete tasks

o   Consult with Guidance Counselors and follow I&RS procedures/action plans

o   Consult with classroom teacher(s) for specific behavior interventions

o   Provide rewards as necessary

●   <u>Gifted and Talented Students -</u>

o   Provide extension activities

o   Build on students' intrinsic motivations

o   Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans- Suggested Pacing Guide		
Lesson Name/Topic	**Lesson Objective(s)**	**Time frame (day(s) to complete)**
Readers notice the characteristics that are similar and different between fiction and biography.	Readers comprehend fiction books and biographies and make strong predictions about how the text will "go" by using their knowledge of narrative structure. Readers gain a greater sense of the structure of biographies by finding similarities between the way fiction stories and biographies are told by comparing the "elements" of each: ● Setting: time and place person lived in/lives ● Characters: real people ● Problem/Need/Want: obstacle(s) person faced in their life ● Events: happenings and interactions character experiences that affect him/her ● Solution: outcome of life circumstances and accomplishments/legacy ● Resolution: related to "life lesson" and what makes this person extraordinary and/or infamous. Readers find differences between fiction stories and biographies by examining elements of and purposes for each: ● Fiction stories: made up and/or "tweaked" characters, problems, events, solutions, written primarily to entertain ● Biographies: factual, true, written primarily to teach/inform Students comprehend biographies by tracking and thinking about	2 weeks

	biography events and learning about "characters" (people) and using similar types of jots and entries as they did for fiction stories.	

Readers pay attention and keep track of the characters, especially their challenges, triumphs, and life lessons and compare these across texts.	Readers grow ideas by:
	
	● sharing their thinking and precise language/vocabulary with partners.
	
	● asking partners (and themselves): "What details in the story best show that?"
	
	● using their initial theories about their characters to make predictions about how a character will act in certain situations as the book/ story continues.
	
	   o How will the character react or solve or problem?
	
	   o How might another book in a series go based on how previous books went?
	
	Readers move beyond noticing and naming to thinking about what a pattern helps them to understand or predict about the characters or storylines by:
	
	   o asking, "What does this character trait make me think about _____?"
	
	   o providing examples from the text to support these ideas.
	
	Readers notice changes in the character's feelings or behavior across the text by:
	
	● asking themselves/ partners: "What caused this change?"
	
	● rereading to reconsider the events in a chapter that caused a change in the character's feelings or behavior— and a change in their theory about a character, sometimes by asking themselves:
	
	   ○ "At the beginning of the story, why does _____ want _____?"
	
	   ○ "How do _____'s actions change _____?"
	
	   ○ "What does _____ find out about herself after _____?"
		3 weeks

	Readers think deeply about the ways the different characters are dealing with the problems in their books by asking themselves (and their partners) questions: "What is the problem that the main character faces? How does he/she respond?" "How is the problem affecting the other characters? How are they responding?" "How did the problem get resolved? Why did it get resolved this way?" "Was everyone happy with how the problem was resolved?"	
Readers talk about the larger messages authors are sending us about the world.	Readers think about how a new problem/obstacle connects to other similar obstacles the character has faced—and what message this is sending the reader. They do this by asking: "What does my character want?" "What are the obstacles that get in the way and how does he/she deal with them?" "What resources does the character draw upon to meet the challenges and reach his or her goals?" "How does the way the character deal with the problem show the author's message?" "How is this like the obstacles/problems I have seen in other books? Message in other books?" "What lesson does this character need to learn about life? What is the book trying to teach me?" "How can we get inspired by character's lives and experiences in stories/biographies?"	2 weeks

Teacher Notes:

- **In the teaching points, the word *character* can either refer to a character in a fiction book or the a real person who is the subject of a biography being read. Additionally, as needed the terms *story* and *text* can be interchanged to refer to either a fiction story/text or a narrative nonfiction (biography) text.

- Students can sort books—fiction and biography—and explain how they knew which pile to place each text in, specifically noting similarities and differences between the genres..

- In Interactive Read Aloud, teachers can plot the course of the "story" of a biography using typical narrative structures.

- In Interactive Read Aloud, teachers and students can jot/ track thinking about subjects of biography in similar ways as

they ot/ track thinking about characters in fiction stories.

Ways to support choosing precise words:

- Lead discussions about ways to describe people—Ex: nice —compassionate, generous, encouraging, loyal, patient; mean – inconsiderate, intolerant, snide, jealous, malicious) Starting with finding words to describe class members (positive traits only!) and celebrities might be a way to "leave the excess content out" while focusing on the new work.

- Continuum of synonyms for (Ex: nice) to focus on nuances/shades of meaning

In a series of shared reading and interactive read aloud sessions, model thinking deeply about characters, tracking feelings, noticing patterns, developing an initial theory, being flexible in thinking and open to revising theories as the text unfolds, and using the change in character/way the person faces and overcomes obstacles to determine possible messages and life lessons.

Reflection & Celebration Ideas: This is a time for readers to pause and reflect on what they have learned and celebrate. A few ideas for this unit include:

- The class inquiries described above could be a great way to celebrate.

- Students can share a book/character/person they read about that they learned from and feel inspired by.

- The bulletin board/blog described above is also be a way to reflect on thinking and celebrate learning from the unit.

- Debates about characters/people/lessons from class read alouds are engaging and fun for students.

- The class can think about how a particular book/person they read about together inspired inspired them- and then together, take an action to reflect this learning and inspiration!

Additional Resources:

The Amistad & Commision on Holocaust Education *Many books in this unit lend themselves to conversations of prejudice, acceptance, respect, tolerance, etc. See below-

Wilma Underground is a great book to launch discussions and perspectives around African American and Civil Rights. In addition, topics related to children with disabilities attending school. This unit also typically takes place during February- Black History Month and March- Women's History Month and students are offered books/ biographies to read on people who have made a change.

Malala Youfazi is a great read aloud to discuss gender and cultural implications on society.

UDL Guidelines: Presentation Methods	UDL Guidelines: Action and Expression Methods	UDL Guidelines: Engagement Methods
● Evidence through weekly lesson plans	● Evidence through weekly lesson plans	● Evidence through weekly lesson plans

Unit 5 - Overview

Content Area: Reading

Unit Title: Reading Informational Texts to Gather Research   7 weeks (March- April)

Grade Level: 3

Unit Summary: In this unit, students read across texts in order to better understand a subject. Students synthesize the words and text features presented on each page, in each text, and across texts. Students apply note-taking strategies as they show both learning & thinking in their notebooks. Students look back over these notes to put ideas together, grow thinking, and wonder a bit more. They then return to their texts to develop more knowledge about these ideas and questions. They utilize tools to support their interpretations of information learned. During the time of this unit, in writing workshop, students will be working collaboratively to create an informational class magazine. Students will be applying their learning during the reading portion of this unit to assist with their informational writing.

Unit 5 - Standards

Standards (Content and Technology)**:**

CPI#:	Statement:
NJSLS Standards	
RI.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI.3.6	Distinguish their own point of view from that of the author of a text.
RI.3.7	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
RI.3.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
RI.3.10	By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Identify and know the meaning of the most common prefixes and derivational suffixes. B. Decode words with common Latin suffixes. C. Decode multisyllable words. D. Read grade-appropriate irregularly spelled words.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.3.7	Conduct short research projects that build knowledge about a topic.
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

	C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. D. Explain their own ideas and understanding in light of the discussion.
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL.3.5	Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. A. Use sentence-level context as a clue to the meaning of a word or phrase. B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*). C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
21st century themes and skills (standard 9)	
9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
Career Ready Practices	
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP3	Attend to personal health and financial well-being.

Educational Technology Standards	
8.1.5.A.1	Understand and Use Technology Systems-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2	Select and use applications effectively and productively.- Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
Interdisciplinary Connection	

NGSS 3-LS1-1	Develop models to describe organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
NGSS 3-LS3-1	Analyze and interpret data to provide evidence that plants and animal have traits inherited from parents and that variation exists in a group of similar organisms

Unit Essential Question(s):

- How can questions drive, focus, and lift the level of our learning?

- Why read more than one text on a topic?

- How can a reader use their notebook to make sense of learning and thinking?

Unit Enduring Understandings:

- Multiple books on an animal can provide useful information

- Notebooks help to keep track of lots of information

Unit Learning Targets/Objectives:

Readers set up their notebooks like researchers, listing questions to investigate and taking notes about what they are learning about their questions.

- Scan a book before reading it and make a plan on how they will read to deeply understand.

- Compare information across texts (digital included) with other researchers.

- Explain and grow ideas in notebooks after reading a few texts and share those ideas with others

- Construct notebooks like researchers, listing questions to investigate and taking notes about what they are learning about their questions.

- Report on research findings through the use of multimedia presentation

Evidence of Learning

Formative Assessments: Conferences with students, examining student work (i.e. notebook entries and responses), Fountas & Pinnell Reading Benchmark Assessment program,question/answer routines, exit slips, homework, reading logs

Summative/Benchmark Assessment(s): Rubric and comprehension assessments, Fountas & Pinnell Reading Benchmark Assessment program, unit tests

Alternative Assessments: Modified versions of formative and summative assessments, project-based assessment, oral assessment

Resources/Materials (copy hyperlinks for digital resources)**:**

- The Reading Strategies Book by Jennifer Serravallo

- The Writing Strategies by Jennifer Serravallo

- Teaching Reading in Small Groups by Jennifer Serravallo

Suggested Read Alouds/Unit Mentor Texts:

Create a *mentor text* text set to use for interactive read alouds , shared reading, and minilessons: Include narrative and nonfiction texts, primary documents, artwork, poetry, photographs, maps, video/audio clips, etc…)

Classroom Library Considerations:

In this unit, students are reading a variety of texts (print, digital, visual) related to particular informational topics. The majority of texts will be informational, however, some narrative nonfiction, historical fiction, and poetry may be included. In grade 3, students will need help putting together text sets. Classroom teachers (in conjunction with media and technology specialists) may choose to gather resources as the unit begins.

Vocabulary and Key Concepts:

Text set, primary source, secondary source, Tier I, II, and III words, Synthesize, Perspective, Sources, Hypothesize, Note-taking, Subtopics, Point of View, Text Structure

Modifications:

- Special Education Students -

  - Allow errors

  - Rephrase questions, directions, and explanations

  - Allow extended time to answer questions, and permit drawing, as an explanation

  - Accept participation at any level, even one word

  - Consult with Case Managers and follow IEP accommodations/modifications

- English Language Learners -

  - Assign a buddy, same language or English speaking

- o Allow errors in speaking

- o Rephrase questions, directions, and explanations

- o Allow extended time to answer questions

- o Accept participation at any level, even one word

- ● At-Risk Students -

- o Provide extended time to complete tasks

- o Consult with Guidance Counselors and follow I&RS procedures/action plans

- o Consult with classroom teacher(s) for specific behavior interventions

- o Provide rewards as necessary

- ● Gifted and Talented Students -

- o Provide extension activities

- o Build on students' intrinsic motivations

- o Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans- Suggested Pacing Guide		
Lesson Name/Topic	**Lesson Objective(s)**	**Time frame (day(s) to complete)**
Readers set up their notebooks like researchers, listing questions to investigate and taking notes about what they are learning about their questions.	Readers form questions about their topics by considering: ● What information do I know about this topic? What am I curious to learn more about? ● What questions do I have? How might I find some of the answers to my questions? ● What are my hypotheses about my questions? Readers use their notebooks as tools, keeping track of learning, thoughts, reactions, and questions on post-its and in entries. Readers decide which note-taking strategies will be helpful to organize their thinking as they read: ● Boxes and bullets	2 weeks

	● Tables and charts	
	● Time lines	
	● Labeled drawings	
	● Stop-Think-React	
	● What I am Learning/What This Makes Me Wonder	
	● Word bank for Tier I, II, and III words related to their study	
	(and then make and use these methods in their notebooks)	
	Readers remember and use nonfiction reading strategies they learned when reading nonfiction in the past (Ex: noting big ideas, comparing and contrasting)	
	Readers use post-its to mark information that might be important, go on and read more, and then revisit these parts as they share their findings.	
	Readers read nonfiction to gather and synthesize information in the words with other text features and pictures on the page:	
	● Read silently	
	● Pause briefly to synthesize information	
	● Jot thinking on post-its/in notebook	
	● Have big conversations after they look back on notes taken across parts/pages.	
Readers browse a book before reading it and make a plan on how they will read to deeply understand.	Readers preview their books before reading by ● searching for features, chapters, and headings with their questions in mind. ● turning pages, wondering about and jotting additional questions. ● looking through the pages fairly quickly, trying to get a broad overview of the topic.	1 weeks

|		
	● noticing the text structures used & type of features included and thinking about why the author might have chosen to set up the book this way. ● taking a quick walk through a book to see how it is organized ● looking across texts and figuring out which are interesting and comfortable for them- and then selecting books that they feel are best.	
Readers compare information across texts with other researchers.	Readers read multiple texts on the same topic in order to gain more information. ● Readers notice how books on related topics have similar subtopics. ● Readers pay particular attention to vocabulary and concepts that appear in more than one text, or more than one place in a text. ● Readers identify the key details of each text and ask themselves what they can learn from each source. ● Readers consider the different points-of-view of each text. ● Readers compare the subtopics included in each text. ● Readers compare text structure/how different texts are set up. ● Readers compare subtopics across texts to see if the information is similar or different. ● Readers compare word choice. ● Readers compare which texts are easier vs. harder and why. ● Readers make connections between what they are learning in this text and what they previously studied in other texts. ● Readers summarize new information they are collecting and distinguish new information from prior knowledge and opinions.	3 weeks

	● Readers break apart a topic into smaller, more manageable subtopics to research and compare info on those subtopics across sources. Readers read each new text remembering and seeing how it fits/doesn't fit with ones they have already read: ● What new information does each text offer? ● What new perspectives are included?	
Readers use their notebooks to grow ideas after reading a few texts and share those ideas with others.	Readers use strategies to support synthesized thinking: ● Readers jot down quick lists of information and describe important parts while reading. ● Readers use their initial jots to explain something in greater detail after reading. ● Readers organize information from different sources. ● Readers discuss a specific cause-and-effect relationship. ● Readers compare and contrast information or ideas.	1 week (ongoing throughout unit)

Teacher Notes:

Co-create these charts with students:

- WAYS TO WONDER

- RESEARCHING WITH A QUESTION IN MIND

- FIGURING OUT WHICH SOURCES TO TRUST

Model questioning, researching with a question in mind, and taking notes (using different formats) using class read aloud mentor text set.

It is also important to keep in mind that most of the texts that students will be reading will be in the expository structure, although a few will be in the narrative structure. These two structures are read differently.

Go on a scavenger hunt in 2 books

- What's the same?

- What's different?

- What does author 1 believe- how do I know?

- What does author 2 believe- how do I know?

Co-Create chart with students:

STEPS TO SYNTHESIZE

Use shared and interactive writing to model "long and strong" synthesized, reflective thinking to pull together ideas across different texts.
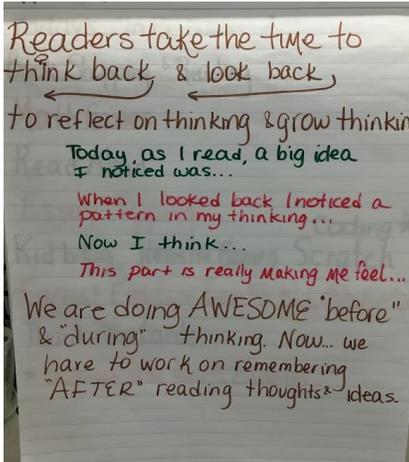
Additional Resources:

Reflection & Celebration Ideas: This is a time for readers to pause and reflect on what they have learned and celebrate. Here's a few ideas:

- Display the books, visuals, etc… around the room, together with notebook entries and/or writing pieces

- Present informally: student experts answer questions from visiting learners

- Turn research into a writing project (i.e. The Class Informational Magazine?)

- Engage in a small-group or classwide action project

Pair this unit with Science Animal Research Project so students are able to research and skills to facilitate interdisciplinary application of skills and learning.

UDL Guidelines: Presentation Methods	UDL Guidelines: Action and Expression Methods	UDL Guidelines: Engagement Methods
● Evidence through weekly lesson plans	● Evidence through weekly lesson plans	● Evidence through weekly lesson plans

Unit 6 Overview

Content Area: Reading

Unit Title: Book Clubs   8 Weeks (May-June)

Grade Level: 3

Unit Summary: At the end of the year, students tend to be more comfortable with one another. Students trust each other, class community is strong, and their constant need to talk may leave teachers feeling a little extra exhausted. Book clubs are a wonderful, meaningful way to lean into the increased readiness and desire for social learning! The structure of book clubs will likely extend engagement through to the very end of the school year. Students will also be able to support one another in high-level interpretative work that builds on learning from all units this year. These book clubs are structured much like adult book clubs- no special jobs or assignments are needed or even recommended. It is suggested that at the start of the unit, the class engages in a "whole class book club" for 1-2 weeks to teach into structures, routines, talk, and self/peer accountability. Once small group book clubs are up and running (the majority of the unit is spent in small group book clubs), find ways to provide students with choice as much as possible. The goal is for students to work together to manage their comprehension and discussions. Teachers dip in and out to provide support only as needed.

Unit 6 Standards

Standards (Content and Technology)**:**

CPI#:	Statement:
NJSLS Standards	
RL.3.1.	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.3.	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
RL.3.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.5.	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL.3.7.	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Identify and know the meaning of the most common prefixes and derivational suffixes. B. Decode words with common Latin suffixes. C. Decode multisyllable words. D. Read grade-appropriate irregularly spelled words.

RF.3.4.	Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. D. Explain their own ideas and understanding in light of the discussion.
SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.3.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL.3.5.	Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. A. Use sentence-level context as a clue to the meaning of a word or phrase. B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*). C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
21st century themes and skills (standard 9)	

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

Educational Technology Standards

8.1.5.A.1	Understand and Use Technology Systems-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2	Select and use applications effectively and productively.- Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.

Career Ready Practices

CRP1.	Act as a responsible and contributing citizen and employee.
CRP2.	Apply appropriate academic and technical skills.
CRP3.	Attend to personal health and financial well-being.

Interdisciplinary Connection

6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

Unit Essential Question(s):

- How can we consider the plot, big ideas, and message from the perspective of multiple characters?

- Why do we talk with others about books?

- How does jotting and talking about books deepen our thinking?

Unit Enduring Understandings:

- Select appropriate texts to read

- Identify genres/stories they enjoy

- Create dialogue around their reading

Unit Learning Targets/Objectives:

- Write and converse to understand their books more deeply

- Pose questions to self and classmates regarding the text

- Compare characters within and across books, referring to specific parts of the text to explain their ideas

- Track the characters' relationships by jotting and share those observations with clubs

- Discuss bigger ideas/claims (theme) about the characters' relationships with their clubs, referring back to

their notes and text evidence

● Develop routines for how book clubs will work

Evidence of Learning

Formative Assessments: Conferences with students, examining student work (i.e. notebook entries and responses), Fountas & Pinnell Reading Benchmark Assessment program,question/answer routines, exit slips, homework, reading logs

Summative/Benchmark Assessment(s): Rubric and comprehension assessments, Fountas & Pinnell Reading Benchmark Assessment program, unit tests

Alternative Assessments: Modified versions of formative and summative assessments, project-based assessment, oral assessment

Resources/Materials (copy hyperlinks for digital resources)**:**

● The Reading Strategies Book by Jennifer Serravallo

● The Writing Strategies by Jennifer Serravallo

● Teaching Reading in Small Groups by Jennifer Serravallo

Modifications:

● **Special Education/ 504 Students -**

   o Allow errors

   o Rephrase questions, directions, and explanations

   o Allow extended time to answer questions, and permit drawing, as an explanation

   o Accept participation at any level, even one word

   o Consult with Case managers and follow IEP/ 504 accommodations/ modifications

● **English Language Learners -**

   o Assign a buddy, same language or English speaking

   o Allow errors in speaking

   o Rephrase questions, directions, and explanations

   o Allow extended time to answer questions

   o Accept participation at any level, even one word

● **At-Risk Students -**

   o Provide extended time to complete tasks

   o Consult with Guidance Counselors and follow I&RS procedures / action plans

   o Consult with classroom teacher(s) for specific behavior interventions

Provide rewards as necessary

● **Gifted and Talented Students-**

    o   Provide extension activities

    o   Build on students' intrinsic motivations

    o   Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans- Suggested Pacing Guide		
Lesson Name/ Topic	**Lesson Objective(s)**	**Time frame (day(s) to complete)**
Readers form routines for how book clubs will work.	*Consider complete one week of a whole class book club to help set routines and understanding for partnership or group- based book clubs Readers commit to the reading guidelines set out in the "club contract/constitution" by ● staying on track with reading, catching up at home when needed. ● staying on track with reading by either rereading, adding to jots, or jotting discussion questions when "done" early. Readers prepare for their book club talks by ● reading carefully and remembering to jot thinking while and after reading. ● coming prepared to talk- with books, reading notebooks, pencils, post its, and open minds. ● taking turns talking and listening carefully to one another. ● putting post-its on pages they want to revisit with their groups. Book clubs work together to "talk long" about ideas by ● saying back what they heard a peer say before adding on their own ideas. ● adding on additional evidence, thoughts. ● respectfully disagreeing with thoughts from others and explaining why. ● encouraging all members to contribute and share viewpoints. ● identifying the ideas from the text that have lots of details from the text to support them.	2 weeks

	● identifying points of the text to talk about that are open to interpretation and different viewpoints. ● engaging in respectful debate around a question related to a text by choosing positions, debating, and writing responses to the question.	

Readers think about & compare characters within and across books, referring to specific parts of the text to explain their ideas.	Readers read- and reread important parts of books, each time with a different lens. They do this by
	
	● noticing how the problem that a character faces and how a character responds says something about the larger meanings in their books.
	
	● looking closely at scenes where the character struggles and ask, "What might this moment be teaching me, not just about the character, but about life?"
	
	● pushing themselves to think about what the story is trying to teach about life and pushing themselves to say more: "Sometimes in life…"
	
	● identifying important scenes by noticing places where they have a strong emotion in response to the text (Ex: parts that are bothersome, seem unfair, seem implausible).
	
	● rereading important parts several times, each time looking at the scene through a different character's eyes/perspective and asking themselves (and book club members):
	
	    o *What are the different characters' reactions to this event?*
	
	    o *How do the different characters deal with this event?*
	
	    o *What perspective does each character have on this?*
		2 weeks

Readers track the characters' relationships by jotting and share those observations with clubs.	Readers notice parts where characters interact and think about what it says about their relationship by asking themselves/ partners: ● *"What is this teaching me about their relationship?"* ● *"How do (character's) actions and words help show what their relationship is like?"* Readers think about who has the "power" in relationships in books. They can do this by asking themselves questions to uncover the issues that lie in the text that are trickier to analyze... ● *Who has power? Who is powerless? Why?*	2 weeks

● *Whose voice is heard? Whose is missing or silenced?*

Readers jot ideas about characters and relationships between characters by

● making webs, lists, Venn diagrams, or inventing other ways of depicting their roles, parts, and relationships in the book.

● using specific text evidence- consistently- to support thinking:

o *For example:*

o *The text says:*

o *The author says:*

o *On page__ it says:*

● asking themselves "What if" questions to consider what would happen if a character's identity or role was "flipped," (WHAT IF a girl character was a boy or a poor character was rich? Would that change their choice or reactions?)

● pushing their thinking in jots by adding on/continuing to think through their ideas:

o *This makes me think…*

o *On the other hand…*

o *This connects with…*

o *I used to think…but now I think…*

o *Some people think…but I think…*

● identifying different character wants and tracking what "gets in the way" (other characters? The setting? Their own traits or patterns of behavior?)

● using jots and charts to track how different characters relate to the events and obstacles.

● keeping ongoing notes on how two characters' issues and struggles are related.

● making story timelines to track story events- and then building on this by adding on character emotional timelines to clearly note different character reactions to the same events.

● going back to notes and thinking about similarities and differences between the way characters reacted to situations- and adding on some thinking about these new noticings.

	● going back to notes and thinking about *when* relationships between characters changed- and how the events of the story led to these changes in relationships. ● rereading their jots and add then new, revised, or MORE thinking around questions relating to the text. ● reviewing jots and then writing longer, synthesized entries about how the character's issue or character relationships shows a bigger idea or the author's message..	
Readers discuss bigger ideas/claims about the characters' relationships with their clubs, referring back to their notes and text evidence.	Book clubs learn more about the different characters & their relationships by looking back to notes and rereading key parts together to try to figure out what each character is going through, how each is reacting, and what they might learn as a result of this problem, challenge, obstacle, event... Readers better understand the perspective of each character by considering the groups that each character belongs to- and looking back to jots and entries that are related to these ideas. Readers explain how a detail supports a theory about a character/relationship between characters by using such prompts as, *"This shows that…" "his is important because…" "This shows the author's message because…"* Readers use their notes to discuss how an issue or struggle impacts the relationship between characters and how relationships change as a result of a big issue in a book. Readers turn their text-specific ideas about characters into more universal ideas by pushing themselves to think more broadly: *"Sometimes in life…"* Readers use their notes and consider if the way the characters deal with an issue reflects their PERSONAL life experiences and viewpoints.	2 weeks

Teacher Notes:

Suggested Read Alouds:

Drita, My Homegirl by Jenny Lombard

The Hundred Dresses by Eleanor Estes

James & The Giant Peach or Matilda by Roald Dahl

Suggested Interactive Read Alouds/Unit Mentor Texts:

Those Shoes by Maribeth Boelt

Ish by Peter Reynolds

My Rotten Redheaded Older Brother by Patricia Polacco

The Lion & The Mouse by Jerry Pinkney (wordless)

Duck Rabbit by Amy Krouse Rosenthal (to review perspectives)

They All Saw A Cat by Brendan Wenzel (to review perspectives)

Consider fairy or folktale focus: *Provide students with texts related to support the **Amistad Commission** (link here texts recommended: *The Talking Eggs* by Robert D. San Souci, Mufaro's Beautiful Daughters by John Steptoe)

Consider kicking off this unit by using a class read aloud as a "whole class" book club. . . rolling out the structures students will use in book clubs.

Co-create a chart with students: How our PARTNER WORK prepared us for BOOK CLUB work

Occasionally, students can use tools to help prepare for talk- notebook jots of course- but also written conversations and write-arounds.

In IRA, class read aloud, shared reading, and/or interactive writing, model multiple visual ways to keep track of relationships between characters - and thinking about these relationships

These class jots can be mentor texts for future student notebook work.

Create a INSPIRATION BOARD- when you do weekly notebook collections, make copies of student reading notebook entries to serve as mentor texts for others. Hang on a bulletin board- near book boxes/baggies if possible.

**For greater student ownership- have them mark pages they feel would be good mentor texts for classmates. Copy these pages- have students annotate their work- and ten hang their work on the class inspiration board.

Vocabulary and Key Concepts:

Pattern, trait, perspective, lesson, theme, conversation, lens, claim, evidence, analyze, critique, synthesize, theory, talk long, debate

Reflection & Celebration Ideas: This is a time for readers to pause and reflect on what they have learned and celebrate. A few possible ideas include:

- Book clubs creating murals to describe their experiences with a book or their club in general

- Book clubs creating a "top 10" tips of helpful guide for NEXT YEAR'S students to guide them through the ins and outs of book clubs

- Thank you letters to club members to share how discussion, support, and teamwork made a difference.

- Club collection (ongoing portfolio of artifacts the club collects throughout the unit).

UDL Guidelines: Presentation Methods	UDL Guidelines: Action and Expression Methods	UDL Guidelines: Engagement Methods
● Evidence through weekly lesson plans	● Evidence through weekly lesson plans	● Evidence through weekly lesson plans