

**Summit Public Schools**  
**Summit, New Jersey**  
**Grade Level: Third/ Content Area: READING**  
**2019-2020 School Year**

**Curriculum**

Pacing Guide for Reading and Writing Units of Study

<b>Month</b>	<b>Reading Unit</b>	<b>Writing Unit</b>	<b>Grammar Skill Work</b>
<b>September/ October</b>	Building a Reading Life (book 1)	Crafting True Stories (book 1)	--Using an Editing Checklist --Capitalization of Proper Nouns and Words in Titles --Tackling Tricky Words with a Repertoire of Strategies
<b>October/ November</b>	Mystery: Foundational Skills in Disguise (If/Then Book)	Changing the World: Persuasive Speeches, Petitions, & Editorials (book 3)	--Producing Simple Sentences: Nouns and Verbs --Using Compound and Complex Sentences --Using Paragraphs to Separate Information
<b>December/ January</b>	Reading to Learn: Grasping Main Idea and Text Structures (book 2)	The Art of Information Writing (book 2)	--Using Adjectives and Adverbs to Describe --Using Available Resources and Spelling Patterns to Write Words --Forming and Using Possessives
<b>February/ March</b>	Character Studies (book 3)	Baby Literary Essay (Curricular Calendar)	--Using Commas: Series, Addresses, and Dialogue --Using Quotation Marks for Dialogue
<b>March/ April</b>	Social Issues Book Clubs Across Fiction and Nonfiction (Curricular Calendar)  *2 Week Mini Test Prep Unit	Once Upon a Time: Adapting and Writing Fairy Tales (book 4)  *2 Week Mini Test Prep Unit	--Ensuring Subject-Verb and & Pronoun-Antecedent --Exploring Verbs and Verb Tenses --Using Conjunctions
<b>May/ June</b>	Research Clubs: Elephants, Penguins, and Frogs, Oh My! (book 4)	Writing About Research (Curricular Calendar)	--Using Paragraphs to Separate Parts, Time, or New Character --Using Figurative Language to Describe the Story --Reviewing Commas and Quotation Marks for Dialogue

# Unit 1: Building a Reading Life

September/October

Get ready to begin an exciting year in reading! The work in this unit will set the tone for everything else to come this year and help all of your students become avid readers. You will be establishing routines and expectations and empowering students to develop personal agency about their own reading lives.

Bend I focuses on launching the upper grade reading workshop, inviting students to create their own reading identity as people who care about reading. Across the bend, students will learn structures, routines, and habits of reading workshop. Bend II shifts to reading comprehension, supporting students in shoring up foundational reading skills of envisioning, predicting, and retelling. Bend III continues a focus on foundational skills but this time emphasizing tackling tricky words or phrases.

Reading	
<p><b>Big Ideas:</b> <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Establish routines and expectations of the workshop.</li> <li><input type="checkbox"/> Develop familiarity with essential reading skills and apply comprehension strategies.</li> <li><input type="checkbox"/> Hone ability to select just-right books that are meaningful to them.</li> </ul>	
Essential Questions	Enduring Understandings
<p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> <li><input type="checkbox"/> How do readers create reading lives for themselves?</li> <li><input type="checkbox"/> How do readers work to understand the story better?</li> <li><input type="checkbox"/> How do readers tackle more challenging texts?</li> </ul>	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Readers set clear goals, find just-right books, and push themselves to read more.</li> <li><input type="checkbox"/> Readers hold tight to meaning, check for comprehension, envision their stories, and make predictions.</li> <li><input type="checkbox"/> Readers read more challenging texts by tackling tricky words and noticing text and author clues</li> </ul>

## Unit 2: Mystery: Foundational Skills in Disguise

October/November

Step into the detective's shoes! Track clues! Look out for red herrings! This "If...Then..."Unit of Study gives third graders the opportunity to focus on foundational reading skills in a way that is engaging and motivating. It is designed to come directly after the Building a Reading Life Units of Study to help lift the students' levels of fiction reading so that they can read more complex fiction. The big skills of the unit are envisioning/predicting, retelling, and synthesizing across text.

Bend I invites students to enter the world of solving mysteries. Students will keep track of clues, wonder about suspects, noting points of confusion, and discussing their thinking with partners. Bend II will raise the level of their work by helping them to think about the genre as a whole and to notice how a particular book is like and unlike others in the genre. During this bend students will learn how to pay attention to the text's signals. There will be times when a text signals readers to read, read, read, and other times, when the text signals for readers to slow down and carefully read the passage. In Bend III, your students will shift from reading mysteries to reading other types of fiction, explaining to kids that when reading fiction, they are always identifying and solving mysteries asking, "What is the problem? What's this character really like?" Readers gather clues to learn about characters just as they gather clues about suspects in mysteries.

Reading	
<b>Big Ideas:</b> <i>Course Objectives / Content Statement(s)</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pay attention to story details that might be clues to solve the mystery</li> <li><input type="checkbox"/> Use common characteristics of mysteries to read differently</li> <li><input type="checkbox"/> Apply mystery reading skills to read any fiction book</li> </ul>	
Essential Questions	Enduring Understandings
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> How can mystery readers understand the mystery?</li> <li><input type="checkbox"/> What are some techniques that help raise the level of mystery reading?</li> <li><input type="checkbox"/> How does reading mysteries help you read any kind of fiction?</li> </ul>	Students will understand that... <ul style="list-style-type: none"> <li><input type="checkbox"/> Readers draw on all they know about solving mysteries to read mysteries.</li> <li><input type="checkbox"/> Readers look for patterns across mysteries, thinking about how the book they are reading is and is not like other mystery books.</li> <li><input type="checkbox"/> Readers will apply all they have learned to do as mystery readers to any fiction book they are reading.</li> </ul>

# Unit 3: Reading to Learn: Grasping Main Ideas and Text Structures

December/January

The curriculum of this unit supports the reading of newspapers, memos, websites, blogs, sports pages, and restaurant reviews. Reading to Learn is a foundational nonfiction unit. It addresses skills that are essential to any type of nonfiction text. Students develop a rich life of nonfiction reading. Students will learn strategies to determine main idea and supporting details and to explain how different parts of a text connect to the whole. Some other literal comprehension skills are orienting to the text, envisioning, monitoring for sense, word work, and fluency. Another aspect of this unit is to develop critical reading skills and growing ideas about the text.

Bend I involves teaching children to read expository nonfiction with eagerness, interest, and fluency, figuring out the main ideas and recognizing the infrastructure of a text. Bend II will shift a focus to higher-level comprehension. You will remind readers that they read differently when they know they are going to participate in conversations, and those conversations help readers grow ideas. Bend III helps children navigate narrative nonfiction texts. Students will be taught how to shift between reading with a lens of story and reading with a lens of taking information from texts.

Reading	
<p><b>Big Ideas:</b> <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explore both expository and narrative non-fiction texts</li> <li><input type="checkbox"/> Identify main ideas and details</li> <li><input type="checkbox"/> Read deeply about one topic/subject to become an expert</li> </ul>	
Essential Questions	Enduring Understandings
<p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> <li><input type="checkbox"/> How can readers of expository nonfiction texts read in such a way that they can determine what is most important and consolidate information and ideas?</li> <li><input type="checkbox"/> How can readers of nonfiction lift the level of their thinking about expository text?</li> <li><input type="checkbox"/> How can readers synthesize and grow ideas in narrative nonfiction texts?</li> </ul>	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Readers determine main idea and key ideas</li> <li><input type="checkbox"/> Readers of nonfiction become experts by setting clear goals</li> <li><input type="checkbox"/> Readers distinguish their own opinion from that of the author</li> <li><input type="checkbox"/> Readers of narrative nonfiction summarize the text</li> <li><input type="checkbox"/> Readers tackle hard words that complicate meaning</li> <li><input type="checkbox"/> Readers synthesize and grow ideas when reading narrative nonfiction</li> </ul>

# Unit 4: Character Studies

February-March

Third graders will find themselves immersed in a journey alongside the characters in the books they are reading for a close study of their characters. The unit invites students to think more deeply about the characters in their books while they follow them up and down a story mountain. Readers will be studying the big lessons the characters are learning and they will look closely at how these lessons are a part of the theme or message of the story. The unit is anchored by three read alouds: *Because of Winn Dixie*, *Peter's Chair*, and *Make Way for Dyanonde Daniel*.

Bend I will focus on how readers get to know characters by studying them deeply first, observing, then coming up with hunches or ideas and then investigating patterns that reveal deeper character traits and motivations in order to articulate evidence-based theories. Bend II will teach students to think about the journeys that characters takes along a story mountain. Students will not only focus on characters but also focus on how stories tend to go--the arc of a story. Bend III invites students to compare and contrast characters across books, examining their traits, motivations, the way they respond to problems, and the life lessons they learn and teach.

Reading	
<p><b>Big Ideas:</b> <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Envision the characters in a story by noticing how characters act and talk</li> <li><input type="checkbox"/> Grow theories about characters by reading closely and making inferences while citing text evidence</li> <li><input type="checkbox"/> Learn lessons by stepping into the shoes of different characters</li> </ul>	
Essential Questions	Enduring Understandings
<p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Why do readers need to get to know the characters in their books?</li> <li><input type="checkbox"/> How do readers follow a character's journey?</li> <li><input type="checkbox"/> How can readers use text evidence to support their ideas about characters?</li> <li><input type="checkbox"/> How do readers compare and contrast characters across books?</li> <li><input type="checkbox"/> How do readers grow and learn lessons alongside the characters in the books they read?</li> </ul>	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Readers envision and predict what they read and dig deep to get to know a character.</li> <li><input type="checkbox"/> Readers build theories by reading closely and inferring based on what a character does and how they do it.</li> <li><input type="checkbox"/> Readers develop theories about characters that change as they read.</li> <li><input type="checkbox"/> Readers step into the shoes of different characters and pay attention to moments when they face big challenges, as well as how they resolve these challenges.</li> <li><input type="checkbox"/> Readers compare and contrast characters across books, noticing similarities and differences</li> <li><input type="checkbox"/> Readers learn lessons alongside characters and think about how they can apply those lessons to their own life.</li> </ul>

# Unit 5: Social Issues Book Clubs: Reading with Lenses Across Fiction and Nonfiction

March/April

All of us know that sometimes, when we read a wonderful book, we find ourselves welling up with a passionate commitment to everything we believe. Stories remind us that we care very much about justice and injustice, and about living meaningful lives. In this unit, you will teach children to take their books and their lives seriously. As you prepare, think about what books have affected you—the choices you make, the kind of person you try to be, the issues you care about—so that you can talk about these books and your life with your students.

Bend I children will first spend some time listening to read alouds of some powerful stories and consider what these stories can teach them about how to make the classroom, the community, and the world better. Then students will begin reading books and looking for life lessons the book teaches. The students will choose one of these life lessons that feel especially important and think about how they can use that lesson in their own lives. Bend II, students will be grouped in issue clubs--with each club studying an issue about which the students are passionate. They will read a variety of genres on the issue, thinking about what each book shows about it. The goal will be to develop new and better ideas about the issue and about how to live their lives differently. Bend III students will switch to study a new issue. This bend will also move them to social action around one of the issues they have studied.

Reading	
<b>Big Ideas: Course Objectives / Content Statement(s)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Examine texts to locate issues of different characters</li> <li><input type="checkbox"/> Compare and contrast similar issue in different texts and different lives</li> <li><input type="checkbox"/> Understand that a character can represent a larger group of people facing an issue</li> <li><input type="checkbox"/> See multiple perspectives to an issue; understanding the complexity of it</li> <li><input type="checkbox"/> Learn to interpret and determine themes</li> <li><input type="checkbox"/> Read with a new lens</li> </ul>	
<b>Essential Questions</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<b>Enduring Understandings</b> <i>What will students understand about the big ideas?</i>
<input type="checkbox"/> How can I read texts, thinking about what lessons they can teach me?	Students will understand that... <ul style="list-style-type: none"> <li><input type="checkbox"/> Reading books can teach them how to live their lives.</li> <li><input type="checkbox"/> Books can teach you lessons.</li> </ul>

- How can my reading help me look at issues that exist in the world and in our lives through a variety of perspectives?
- How can I read with a lens, looking at texts to locate the issues that are faced by several different characters, so that I can begin to think about how the issue plays out differently in different texts and in different lives?
- How can I bring what I've learned about reading texts through a lens to a new set of texts and use a new lens to read these texts?
- How can I use what I learn to make the world around me better?

- Reading books can help you learn about issues in the world.
- Readers read texts through various lenses.
- Readers use what they learn from texts about issues in the world to make the world around them better.

# Test Prep

April

While most of this unit is centered around preparing for the NJSLA, it is essential to remember that students should continue reading just right/independent level texts to strengthen comprehension, stamina, and fluency. The emphasis in this unit is to teach students to become stronger readers but also providing them with the strategies they need for test-taking situations. It is essential that time is *not* lost completing worksheets, as research shows that such test preparation has no positive impact on student achievement on standardized tests OR on student's ability to interpret text in general.

A few logistical tips: First, to prepare for this unit, you may want to have (A) a reading/test prep workshop in which you teach how to read, talk about, and answer questions about short texts; (B) A writing workshop, and (C) A separate time for independent reading. Additionally, you may choose to utilize student data from previous standardized tests and other diagnostic assessments to determine what standards will require the most attention. Also, do familiarize yourself with all types of NJSLA question types-- Literary Analysis, Narrative Writing, and Research Simulation Task, which will give helpful context for framing test prep support. While it is helpful to practice multiple test question types to simulate the test-taking situation, it is also important to engage in lengthy, rich inquiry around individual questions (particularly those question types that your students struggle with most).

<b>Reading</b>	
<p><b>Big Ideas:</b> <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> <li>become familiar with the format of the NJSLA assessment</li> <li>identify the most impactful reading skills, strategies, and habits needed for the NJSLA assessment</li> </ul>	
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> <li>What reading skills, strategies, and habits will help me on standardized tests?</li> </ul>	<p>Students will understand that:</p> <ul style="list-style-type: none"> <li>Closely reading test text (questions and passages) and utilizing metacognitive thinking are effective test-taking strategies</li> <li>Standardized tests have a specific format and language</li> <li>Standardized test-makers expect that readers have learned a repertoire of reading skills and strategies that they can apply in a myriad of contexts.</li> </ul>



# Unit 6: Research Clubs: Elephants, Penguins, and Frogs, Oh My!

May/June

The gist of this unit is that kids form clubs and each club studies its own animal. The unit not only teaches about animals but also teaches the important skills needed for reading nonfiction. Students are reminded to preview not just one text but a collection of text. Each club will preview the text noticing topics that thread through many books: animals, habitats, enemies, life cycles, and adaptations. Students will learn to read the easiest books first and then move to more complex text. As students study subtopics they will learn to synthesize information across texts. The class will join you for a whole class study of two animals--penguins and frogs. Students will not only collect facts but also grow ideas just like researchers do.

In Bend I each club will choose one animal to research. Bend II allows students to compare and contrast animals. Bend III requires students to research subtopics like adaptations for survival, noting how that concept applies to the two animals they have studied in their clubs and to other animals they have also learned about. The unit ends with children applying what they have learned about animals to a real-world project such as a challenge to design a better zoo.

Reading	
<b>Big Ideas:</b> <i>Course Objectives / Content Statement(s)</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reviewing nonfiction reading strategies</li> <li><input type="checkbox"/> Learning ways to research a topic</li> </ul>	
Essential Questions	Enduring Understandings
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> How can nonfiction readers research a topic?</li> <li><input type="checkbox"/> What strategies do nonfiction readers use when planning a second cycle of research?</li> <li><input type="checkbox"/> How do readers synthesize, compare and contrast to develop their research?</li> </ul>	Students will understand that... <ul style="list-style-type: none"> <li><input type="checkbox"/> Researchers orient themselves to a text set</li> <li><input type="checkbox"/> Nonfiction readers will synthesize information across texts</li> <li><input type="checkbox"/> Nonfiction readers will compare and contrast texts to grow their research</li> <li><input type="checkbox"/> Researchers ask questions to grow ideas</li> </ul>