



Park Hill School District

Building Successful Futures • Each Student • Every Day

3rd Grade ELA – Reading Curriculum

Scope and Sequence:

Quarter	Unit	Instructional Topics
1	1: Building a Reading Life	Topic 1: Making Reading Lives Topic 2: Making Texts Matter Topic 3: Responding to Our Reading Through Writing
	2: Nonfiction Reading – Reading to Get the Gist	Topic 1: Building a Nonfiction Reading Life Topic 2: Nonfiction Takes a Special Kind of Reading Topic 3: Synthesizing Across Parts and Growing Ideas about Nonfiction
2	3: Character Studies[NEW]	Topic 1: Getting to Know Characters as a Friend Topic 2: Following a Characters Journey Topic 3: Comparing and Contrasting Characters Across Books
2	4: Gem Unit – Recommitting to Reading	Stamina/ Selecting Books/ Abandoning Books/ Book Talking: The “How” and the “Why”/ Responding to Reading/ Tracking Reading Growth/ Variety and Text Choice/ Modeling a Passion for Reading
3	5: Learning Through Reading – Countries Around the World	Topic 1: Learning about a Country Through Reading Topic 2: Researching a Different Country
3, 4	6: Biography Book Clubs	Topic 1: Biography Readers Use All We Know about Reading Stories Topic 2: Biography Readers Not Only Follow a Life Story, We Also Learn to Grasp and Grow Ideas Topic 3: Readers Know that Biography is but One Form of Narrative
4	7: Poetry	Topic 1: The Structure and Elements of Poetry Topic 2: Analyzing Point of View and Language to Bring Meaning to Poetry Topic 3: Relating Structure to the Meaning of Poetry Topic 4: Exploring Drama

	<p>8: Gem Unit – Recommitting to Reading</p>	<p>Stamina/ Selecting Books/ Abandoning Books/ Book Talking: The “How” and the “Why”/ Responding to Reading/ Tracking Reading Growth/ Variety and Text Choice/ Modeling a Passion for Reading</p>
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Curriculum Revision Tracking

Spring, 2017

- Standards in each unit have been re-coded to align with the Missouri Learning Standards.
- A few lessons in the Poetry unit have been tweaked to address the reading of dramas.

Spring, 2018

- Biography Book clubs - Bend 3 is optional.
- Character Studies is a new unit due to the fact that the 2nd and 3rd grade character units were very similar. The 2nd grade unit focuses on studying characters across series where the 3rd grade unit will focus on studying characters in different books with similar character traits and scenarios.

Spring 2019,

- Modified Unit 2 to reflect the language of topic rather than main idea.

Revisions for 2020-2021:

- Adjustments made to pacing due to the new 2020-2021 calendar

Unit 1: Building a Reading Life

Subject: Reading Workshop

Grade: 3rd

Name of Unit: Building a Reading Life

Length of Unit: Approximately 5 weeks, August- September

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

Topic 1 (Bend 1): Making Reading Lives

The goal of this bend is to help each child build a reading life. We know that children will be creating reading identities, assuming roles within the classroom community, and we want to do everything possible to lure children to take on the role of being powerful, avid readers.

Topic 2 (Bend 2): Making Texts Matter

In this bend students will learn to take further responsibility for their reading lives, including working to make sense of their texts. Students learn to take on the role of active problem solvers when they encounter places of difficulty and learn new vocabulary from their books.

Topic 3 (Bend 3): Responding to Our Reading through Writing

In this bend, students will read, think, and write about books in the company of others. They will learn to annotate the text with their thinking, recount stories to their partners and in writing, and learn to write longer responses to ideas about a story.

Getting Ready for the Unit:

- Gather a variety of high interest texts for students that will get them excited about reading
 - Popular Books List
- Read Lucy Calkins' Building a Reading Life
- Go over the classroom system for checking out books (e.g. traditional check-out, book shopping, etc.)
- Refer to Schoology Unit 1 for necessary anchor charts.

Pre-Assessment (given prior to starting the unit):

- Reading Interest-A-Lyzer by Donalyn Miller and Joseph S. Renzulli

Based on information obtained in this assessment, provide students one book as a “book gift” from your classroom or school library. This helps them to see that you value who they are as a reader and want to make sure they have the resources to be successful.

- Running Records--Please note, administering running records will take up the bulk of your conferring time at the beginning of this unit. This may also help you with your book gift in addition to the Reading Interest-A-Lyzer.

Read aloud considerations:

- *Because of Winn-Dixie* by Kate DiCamillo
- *Stone Fox* by John Reynolds Gardiner
- *The Orange Splot* by Daniel Pinkwater

Essential Questions:

1. How can I make reading a big part of my life, getting back into the swing of carrying books with me all the time and reading them often, and remember what I have already learned about having and sharing ideas as I read?
2. How can I make and live by reading goals, remembering what I know about just-right books, reading often, and reading faster, longer, and stronger?
3. How can I get better at checking that I am making sense of what I read, and that I have strategies to use when the text is confusing me?
4. How can I use my conversation with a partner (and the time I spend reading and jotting down ideas to share) to help me make sure that I understand my reading well enough to summarize it, and that I have evidence-based ideas about it?

Enduring Understanding/Big Ideas:

1. I can reflect on my reading life to move myself as a reader.
2. I can think about my reading (skills/strategies).
3. I can deepen my thinking through response.

Priority Standards for unit:

- 3.R.I.A.d: Develop and demonstrate reading skills in response to text by monitoring comprehension and making corrections and adjustments when understanding breaks

down.

- 3.R.1.A.b: Develop and demonstrate reading skills in response to text by drawing conclusions and support with evidence.
- 3.R.1.A.c: Develop and demonstrate reading skills in response to text by summarizing a story’s beginning, middle, and end determining its central message, lesson, or moral (Note: For this first unit you will be focused on teaching summarizing to mastery and central message will be taught to approximation.)

Supporting Standards for unit:

- 3.R.1.B.: Develop an understanding of vocabulary by
 - a. decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words
 - b. using sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple-meaning words
 - c. using homographs and homophones
 - d. distinguishing the literal and non-literal meanings of words and phrases in context
 - e. determining the meaning of the new word formed when a known affix is added to a known base word
 - f. using a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words
 - g. discussing analogies
 - h. determining the meaning of the author’s use of similes and metaphors to produce imagery
 - i. using conversational, general academic, and domain-specific words and phrases
- 3.R.4.A.: Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension
 - a. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom’s Taxonomy Levels	Webb’s DOK
3.R.1.A.d	reading skills in response to text comprehension and making corrections and adjustments when understanding breaks down.	Develop and demonstrate	Apply	2
3.R.1.A.b	reading skills in response to text by drawing conclusions and support with evidence.	Develop and demonstrate	Apply	1
3.R.1.A.c:	reading skills in response to text by summarizing a story’s beginning, middle, and end determining its central message, lesson, or moral	Develop and demonstrate	Understand	2

Academic Cross-Curricular Words	Content/Domain Specific
ask answer know apply read determine clarify engage report speak recount	phonics decoding word analysis topic text

Topic 1: Making Reading Lives

Engaging Experience 1

Teaching Point: It’s important for readers to know and value themselves and others. In our Reading Workshop we need to agree on ways we’ll make our classroom a learning and reading space for everyone.

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: N/A

Detailed Description/Instructions:

- **One way you can do this** is by creating an anchor chart of reading non-negotiables. It can be a T-chart with one side labeled “Student” and one side labeled “Teacher”.
 - Student: quiet, reads in bubble space, gets started right away, reads the whole time, and stays in one spot.
 - Teacher: confers individually with students, meets with book groups
- Transitions: Also note this is a great time for students to practice transitions like coming to the area and sitting next to their partner, turning and talking to a partner, going off to read independently, etc.
- Stamina: As you send students off to practice the agreed upon procedures you should work to begin building stamina. Start at 3-5 minutes and challenge students to add 2-5 minutes to their stamina a day. You can track this goal on a graph in order for students to keep momentum around reading longer and physically being able to see the growth. It’s important for students and teachers to remember that if the group expectations are broken during the “Practice and Application” component, you join back together as a class, talk about it, and try that minute increment again. You should not move up your minute goal until the previous one has been reached by all students committing to the classroom agreement made as a community of readers.
- Start a “Readers…” anchor chart. Add the first bullet: value each other as readers

Bloom’s Levels: N/A

Webb’s DOK: N/A

Engaging Experience 2

Teaching Point: In order to build powerful, wonderful reading lives, we need to reflect on our reading and then make wise changes so reading becomes the best it can be for each of us.

Suggested Length of Time: 1-2 mini lessons

Standards Addressed

Priority: N/A

Detailed Description/Instructions:

- **One way you can do this** is by creating a timeline of your reading life, sharing with students when reading has been the pits and when it has been great. Share with them explicitly what makes it great for you and what makes it awful. This will help them think about their reading lives and identities in order to formulate meaningful goals. Highlight the power of reflection for this specific element in their life.
- Another way you can do this is to use the following sentence starters to engage your students in reflection about their reading lives:
 - I read because...
 - I'm the kind of reader who...
- Hand out book logs for students (see sample). Let them know this will be another tool that will help them author their reading life. It will tell the story of who they are as a reader, allowing you to be a better reading teacher for them.
- Start a "Good Readers..." anchor chart. Add the first bullet: choose books we love, adding them to our book log

Bloom's Levels: N/A

Webb's DOK: N/A

Engaging Experience 3

Teaching Point: Readers name their hopes, promises, and set "New Year's" resolutions for themselves.

Suggested Length of Time: 1-2 mini lessons

Standards Addressed

Priority: N/A

Detailed Description/Instructions:

- **One way to do this** is to review with students that resolutions should be important and realistic. Thinking about an important goal, I need to show students how I can't have ten important things, but only one or two. That's what makes it important. To help them think about a realistic goal you might give the example goal of writing down everything I ever read. Then you can think aloud with them about how you read texts and newspapers and magazine articles and books, and keeping track of all that is too much. So, if I want this to be a realistic goal, I'm just going to track the books I read. Decide on a goal for yourself based on your reflection of your reading life from yesterday, thinking aloud with students about you made sure it was important and realistic.

- Remind students once again of their book log. As they begin to add books and notice more specifically who they are as a reader, let them know this will also be a powerful goal-setting tool.
- Add to “Good Readers...” anchor chart: Take charge of our reading lives

Bloom’s Levels: N/A

Webb’s DOK: N/A

Engaging Experience 4

Teaching Point: Readers need to know how to recognize the kinds of books that are at their own personal level--ones they can read smoothly, with accuracy and comprehension.”

Suggested Length of Time: 1-2 mini lessons

Standards Addressed

Priority: 3.R.1.A.d

Detailed Description/Instructions:

- **One way to do this** is to develop an anchor chart with a T-chart labeled “Too Hard/Just Right”. Have a student model reading a “too hard” book in front of the class and notice behaviors together that make a book too hard. Remember, choose a student who feels comfortable in front of others and understands the purpose of this lesson so as not to embarrass them. If you feel more comfortable, you can model this. Fill in the “too hard” side with signals that this book was not a good fit (e.g. don’t understand, read slowly, no expression, keep getting stuck). After that move into a “just right” book and fill in that side of the anchor chart (e.g. understand, find it funny or infuriating, know most the words, read fast and smooth, read with expression, notice punctuation).
- **Another way to do this is** to discuss with students the importance of reading a variety of books, having a balanced reading diet. You may choose to give a comparison to someone who eats the same food repeatedly and even if it’s healthy, it’s not balanced. Readers, like eaters, need to read a variety of types of books. Even if Magic Tree House books are just right for you, you wouldn’t read only Magic Tree House books.
- Add to “Good Readers...” anchor chart: choose books that are just right

Bloom’s Levels: Apply

Webb’s DOK: 2

Engaging Experience 5

Teaching Point: Having a reading companion makes all the difference in the world. As reading friendships start with people getting to know each other--as readers. We pay attention to each other’s reading histories, reading interests, reading hopes, and by doing so we can support another reader’s efforts to author a reading life.

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: N/A

Detailed Description/Instructions:

- **One way to do this** is to model a reading partnership with another teacher or student, asking questions to help you get to know each other as readers. These could include:

- Can we look over your log and talk about how much you are reading at school and home? Are there times when you read more or less? Why do you think that happens?
- When you find books that are perfect for you, what do those books tend to be like? What should I know about the books in your life?
- What are your goals for yourself as a reader? What are you doing to meet them?
- If you think back over your life as a reader, what have the big turning point moments been for you? Can you tell me more about one turning point? How did your reading change during that moment? What did you realize about yourself as a reader?
- Who has helped you as a reader? What did that person do that was helpful?
- **Accountable talk:** You'll want to set up your expectations for accountable talk on this day as well, ensuring to draft a set of agreed-upon rules for partnership work (SL.3.1.b). These might include:
 - Listen well--eye contact, nodding, gestures
 - Ask follow-up questions: Can you say more? Why is that?
 - Take notes on the important things you learn from your partner.

Bloom's Levels: N/A

Webb's DOK: N/A

Engaging Experience 6

Teaching Point: Today I want to teach you that readers talk about books.

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: 3.R.1.A.b, 3.R.I.A.c

Detailed Description/Instructions:

- **One way to do this** is to model for students (once again in your partnership with a teacher or student) how to share an experience about your life. Share with students that you talk about your reading the same way, excited and highlighting the good parts. Remind them of the rules you made yesterday for discussion regarding accountable talk and being a good listener. Then send student partners to each of the four corners of the room to practice sharing an experience from their life, then sharing about their book. The other students will take notes as to what they are doing. Students then share what they noticed--both the partnerships and those observing.

Bloom's Levels: Apply, Understand

Webb's DOK: 1, 2

Topic 2: Making Texts Matter

Engaging Experience 7

Teaching Point: Readers who read faster, stronger, longer so they can take in what we are reading more fully--both details and the whole.

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: N/A

Detailed Description/Instructions:

- **One way to do this** is to give readers the three following tips for being a stronger reader:
 - Reminding readers they are past the stage where they need to point to the words on the page as they read with their finger or a bookmark, and not to whisper or form the words with your mouth while you read. It's time to take off the training wheels of reading word by word and here are two ways we can do that:
 - 1. Read in larger, meaningful phrases or word groups
 - 2. Read smoothly with expressive interpretation
 - Add to "Readers..." anchor chart: read longer and stronger

Bloom's Levels: N/A

Webb's DOK: N/A

Engaging Experience 8

Teaching Point: Readers need to guard against just whipping through the words, reading on autopilot. Instead, they need to pay attention, making sure to read with expression.

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: N/A

Detailed Description/Instructions:

- **One way to do this** is to read aloud an excerpt from Because of Winn-Dixie, Stone Fox, or the mentor text of your choosing. With the first excerpt you read, read like you are on autopilot in a robotic voice. Ask students if that is what oral reading is supposed to sound like and discuss. Then read a second excerpt, this time reading with expression and reacting to the text as you read. Discuss with students the difference between reading yourself awake vs. reading yourself asleep.

Bloom's Levels: N/A

Webb's DOK: N/A

Engaging Experience 9

Teaching Point: Readers use a variety of skills to self-monitor and correct their reading as they go. One way to monitor your reading is to be aware of the mental movie playing in your head. Readers use the details from the text as well as their own schema to make this mental movie.

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: 3.R.1.A.d

Detailed Description/Instructions:

- **One way to do this** is to model for students through a think aloud how you create a mental movie in your mind using the details from the text and your own experience. This may sound like: “I’m picturing a small grocery store, like the one in my hometown. The produce section is right in the front by the doors and everyone is running around like it said here in the book.” Invite students to turn and talk to a partner throughout a read aloud and describe their mental movie.

Bloom’s Levels: Apply

Webb’s DOK: 2

Engaging Experience 10

Teaching Point: Readers sometimes become confused in the text they’re reading. You’ll be reading along, and then the text turns the corner, and suddenly you’re not quite sure what’s going on. When this happens it might be helpful to reread.

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: 3.R.1.A.d

Detailed Description/Instructions:

- **One way to do this** is to continue your read aloud in Stone Fox, Because of Winn-Dixie, or any other mentor text you have chosen. Make sure to have a confusing part prepped for your read aloud. When you get to the confusing part, stop and ask students what you should do when your movie gets blurry and you can’t see it anymore.
- Create an anchor chart based on this discussion. It might include the following points:
 - Realize it. Ask, “Huh?”
 - Continue reading, asking, “What’s going on?” See if reading more text will help.
 - Look at details
 - Ask, “Could it be that...?” or “Could it be...?”
 - Reread, if necessary.
- **Another way to do this** is to read aloud in your mentor text, thinking aloud about the following questions:
 - Does what I’m reading go with the rest of the story?
 - Does this sound right?
 - Do all the letters match the words I’m reading?
 - What might this mean? Does that make sense
- Make sure to model for students what it looks like to do this in a text. Also remind them they will not be doing all of these all the time. That’s when they have to decide as a reader which strategy works best for them based on the word and text they are in.

Bloom’s Levels: Apply

Webb’s DOK: 2

Engaging Experience 11

Teaching Point: Readers sometimes climb over the hurdle of hard words and read on, not allowing the hurdle to deter them from the story.

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: N/A

Detailed Description/Instructions:

- **One way to do this** is by sharing with students that readers often read forward in a story in order to determine the meaning of an unfamiliar word. Since most readers are dying to find out what happens next, they don't want to get side-tracked by an unknown word. That's when we think of ourselves as monster tractors, pushing forward to get a better understanding, rather than reading backward and staying stuck.
- Share an example of when this happened in your own reading life, sharing with students how you moved forward in a text and because of that you were able to determine the meaning of the word you did not know. Then using passages from Esperanza Rising have students do the same while also brainstorming other strategies they could use. These can be made into an anchor chart and might include:
 - read on to see if it becomes clear
 - substituting word with a synonym
 - acting out the word to understand the feeling in it
 - guess the meaning based on how the story is going
 - check the glossary, endnotes, or footnotes
 - check to see if you recognize root words, prefixes or suffixes
 - use Google or a dictionary to look up the word

Bloom's Levels: N/A

Webb's DOK: N/A

Engaging Experience 12

Teaching Point: One of the things that readers get to appreciate and love is the language authors use. By looking together at our read aloud, let's tune in to some interesting words that make the story come alive.

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: N/A

Detailed Description/Instructions:

- **One way to do this** is to guide your students through the use of a word collector. This may be a table with 26 boxes, each one representing a letter of the alphabet. Students can use this to collect unique words they find while reading. For example, if a student reads "corridor" rather than "hallway", they may add this in the "C" box. By collecting words, we are preparing students to appreciate the language author's use.

Bloom's Levels: N/A

Webb's DOK: N/A

Engaging Experience 13

Teaching Point: Sometimes authors use figurative language--phrases that mean something not exactly what each word means- and it's always important to think about what the figurative language means, altogether, not just word by word.

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: 3.R.1.A.d

Detailed Description/Instructions:

- **One way to do this** is to read page 26 and 27 of Stone Fox where language is used in an interesting way. Show students that sometimes words have more than one meaning and it is important to envision what is going on in the story to be able to see if the meaning you thought was correct makes sense. As you read phrases like, “didn’t know a potato from a peanut,” stop and wonder aloud, saying, “Hmm...that is an interesting phrase. I wonder what the author is really trying to say. Is it really true that people don’t know a potato from a peanut? Hmmm...what do you think?” Let me share what I think---perhaps these characters don’t know the very obvious things about farming.

Bloom’s Levels: Apply

Webb’s DOK: 2

Topic 3: Responding to Our Reading Through Writing

Engaging Experience 14

Teaching Point: Readers pay attention to the parts of a book they love, wonder about, show us a character in a deeper way, have difficult words, shock or surprise us, make us laugh, provide great details. Reading a text closely helps us recognize these moments to ensure we continue to read ourselves awake.”

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: 3.R.1.A.b

Detailed Description/Instructions:

- **One way to do this** is to read aloud an excerpt from Because of Winn-Dixie, Stone Fox, or the mentor text of your choosing. Create an anchor chart together of the different ways students can mark their text to show those moments (annotation codes, color-coding, etc.) Using your mentor text, show students how you annotate the moments that speak to you, modeling in the process how to read a text closely--meaning that you are reading with purpose and stopping at those moments that you have a reaction to the text to think aloud about those.
- Some questions you could use to model close reading for this lesson are as follows:
 - Why did the character say what he/she said?
 - How does the character’s actions affect the story?
 - How does this place reflect what they are telling us about the character?
- While you stop and consider these questions, thinking aloud about them also feel free to

mark any other moments in the text that speak to you to model how to use the annotation system you set up.

- Add to “Good Readers...” anchor chart: Notice moments that speak to us and remember characters’ names and setting

Bloom’s Levels: Apply

Webb’s DOK: 1

Engaging Experience 15

Teaching Point: Readers often retell their books (up to the part we’re reading) as a way to lay the story out for others so we can talk it over. But we also retell our books as a way to lay the story out for ourselves so we can think it over. And that process of retelling and rethinking keeps the whole story primed in our minds.”

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: 3.R.1.A.d; 3.R.1.A.b; 3.R.1.A.c

Detailed Description/Instructions:

- **One way to do this** is to model how to retell a story from the beginning, taking big steps through the timeline of the story in order to give our partner a gist of how your story is going so far. As you say your retell aloud, jot it on anchor chart paper, reminding students that the purpose of this is to give their partner an idea of what their story is about so they can talk together about it. Push them to retell their story in a way that conveys the theme through the big events.
- **Another way you might do this** is to model for students how readers can retell by focusing on the five most important events, in the order they happened. Model by using the fingers on your hand, telling each event out loud, across your five fingers. Then show students how you write them on the page, one sentence per event.

Bloom’s Levels: apply, understand

Webb’s DOK: 1 and 2

Engaging Experience 16

Teaching Point: “Another way readers keep track of important moments in their story and their responses to those moments is by keeping a two-column T-chart in their Reading Notebook.

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: 3.R.1.A.d; 3.R.1.A.b, 3.R.1.A.c

Detailed Description/Instructions:

- **One way to do this** is to model how to divide a journal page into two columns. One side labeled, “From the text” and the other labeled, “From my mind”. You may wish to explain to students, “The meaning we make in a text is like a conversation between what’s in the book and what’s in your mind. Your reactions, thoughts, and questions to the story matter. As we read, we can keep track of not only the important events but also what you think about those events. When we do this, we will have an ongoing log of your thinking across the text.” At this point, you will want to model how you complete a

two-column T-chart using your thinking from a portion of the class read aloud.

Bloom's Levels: apply understand

Webb's DOK: 1 and 2

Engaging Experience 17

Teaching Point: Readers grow themselves by thinking through quick jots about the text and in speaking with our partners and writing longer as well.”

Suggested Length of Time: 1-2 mini-lesson

Standards Addressed

Priority: 3.R.1.A.b

Detailed Description/Instructions:

- **One way to do this** is to model in your own reading notebook how to use post-its to grow their thinking longer. Take a sticky note that you think has a strong starting idea written on it. Place it on the corner of your page. Use prompts to keep your conversation going. You may tell students, “One way to write longer about your thinking is to have a conversation with yourself- on paper. You can start with the first idea on the sticky note, then set your pen free, writing and adding on, and growing your first thought. When you feel like you’re stuck for what to write next, look back at the list of sentence prompts, pick another, and try to keep going.
 - At first I thought...
 - Now I’m thinking...
 - In addition...
 - On the other hand...
 - I agree because...
 - I disagree because...
 - This might not be right, but maybe...

Bloom's Levels: Apply

Webb's DOK: 1

Post-Assessment

As a possible Post-Assessment for this unit, students could complete a reflection using questions such as the following:

- What did you learn in this unit that you will use in the future?
- List the title(s) of the books you’ve finished during this unit.
- What did you learn about yourself as a reader?
- Using the following pictures, how do you currently feel about reading?



Engaging Scenario

Engaging Scenario

Situation: Students book talk a book of their choice

Challenge: Readers book talk (recommend books) about books we love so that those books will be exciting to others.

Specific Role: To recommend a book using a book talk, students will follow the following steps:

- Think about a person who wants a book recommendation
- Think about that person's reading life--you may have to ask some questions
- Choose a book for that person, remember the books you know (use book log if needed)
- Tell the person why you think this book might be a perfect fit.
- Summarize a bit of the story, highlighting the parts that the reader will like.
- Read aloud a tiny excerpt that reveals something exciting about the book.
- Talk about why the book is irresistible.

Audience: Classmates

Product or performance: Book talks for other students. (A possible product/performance idea might be using the site [Flipgrid](#) to create a collection of book talks. Have students create brief video book talks allowing others to provide feedback. Throughout the year students can add more book talks for your community of readers.)

Unit 2: Nonfiction Reading: Reading to Get the Text

Subject: Reading

Grade: 3

Name of Unit: Nonfiction Reading: Reading to Learn

Length of Unit: approx. 4 weeks; September - October

Overview of Unit: In this unit, students will read to learn by choosing topics they are already passionate about and seeking to learn even more than they may already know. This unit spotlights skills and habits essential to readers of expository nonfiction: reading with a pencil, determining importance, finding supporting details to go with the main idea; figuring out and using new content-specific vocabulary; and comparing and contrasting information learned across texts.

In Topic 1 (Bend One) of the unit, students will begin by filling their book boxes with rich nonfiction books about topics they wish to pursue. Teachers will help students tackle slightly more difficult texts--helping them to read with stamina and fluency, monitor for understanding and get the gist of the text.

In Topic 2 (Bend Two) of the unit, students will begin to see that nonfiction takes a special kind of reading. A large part of this bend will focus on students progressing from their understanding of text topics from 2nd grade to begin determining main ideas by collecting supporting details through the text's features and structures.

In Topic 3 (Bend Three) of the unit, students will synthesize information across parts and grow ideas. They will begin to ask how parts fit together as well as think and talk about the texts they are reading.

Getting Ready for the Unit:

- Gather high interest expository nonfiction books at different levels.
 - Reference the Reading Interest-A-Lyzer used during Building a Reading Life.
 - Either gather books from your school library or visit the library as a class so students may choose appealing nonfiction books.
- Choose read alouds

Pre-Assessment (given prior to starting the unit):

- For a possible pre-assessment, you may wish to give students a copy of the article, Alaska: A State of Extremes. Then pose the following questions:
 1. What is the topic of this text?
 2. What details support the main idea: Alaska is a state of extremes?
 3. What does the word *northernmost* mean in this sentence: These villages are north of the Arctic Circle, and the northernmost part of the United States?
 4. What information do you learn from the map?

Read aloud considerations:

Select read alouds which mirror the work your students are doing so your read alouds will need to have clear expository structures, plenty of text features and are engaging. Suggestions include:

- *Insect Bodies* by Bobbie Kalman
- *I Wonder Why Camels Have Humps and Other Questions About Animals* by Anita Ganeri
- *Bugwise: Thirty Incredible Insect Investigations and Arachnid Activities*
- *The Yangtze River* by Nathan Olson
- *Life Cycle of a Shark* by Bobbie Kalman
- *Volcanoes* by Seymour Simon

Essential Questions:

1. How can I read expository nonfiction texts in such a way that I can determine what is most important and consolidate information and ideas?

Enduring Understanding/Big Ideas:

1. I can use skills and habits essential to readers of expository nonfiction.
2. I can identify details that support what is most important.

Priority Standards for unit:

- 3.R.3.A.b Read, infer, and draw conclusions to identify the details or facts that support the main idea.
- 3.R.3.A.c Read, infer, and draw conclusions to use text and graphic features to locate information and to make and verify predictions.
- 3.R.1.b Develop an understanding of vocabulary by:
 - a. decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words
 - b. using sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple-meaning words
 - c. using homographs and homophones
 - d. distinguishing the literal and non-literal meanings of words and phrases in context
 - e. determining the meaning of the new word formed when a known affix is added to a known base word
 - f. using a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words
 - g. discussing analogies
 - h. determining the meaning of the author's use of similes and metaphors to produce imagery.
 - i. using conversational, general academic, and domain-specific words and phrases

Supporting Standards for unit:

- 3.R.2.A.d Read, infer, and draw conclusions to explain the author's purpose.
- 3.R.I.A.d Develop and demonstrate reading skills in response to text by monitoring comprehension and making corrections and adjustments when understanding breaks

down.

- 3.R.4.A.: Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension
 - a. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
3.R.3.A.b	identify the details or facts that support the main idea	Read, Infer, and Draw Conclusions	Apply	2
3.R.3.A.c	use text and graphic features to locate information and to make and verify predictions.	Read, Infer, and Draw Conclusions	Understand	2
3.R.1.B	an understanding of vocabulary	Develop	Apply	1

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
determine recount explain build on refer ask answer locate	main idea supporting details text structure: cause/effect, chronologic, problem/solution, compare/contrast, question/answer synthesize text features: headings, subheadings, photos, captions, and charts prefixes suffixes root words glossary nonfiction/expository/informational

Topic 1: Building a Nonfiction Reading Life

Engaging Experience 1

Teaching Point: Readers curate book boxes with engaging nonfiction.

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: N/A

Detailed Description/Instructions: *Prior to this lesson have baskets of books intentionally organized to include topics students within your class have expressed interest in. Students should have access to multiple books on the same topic.*

- **One way you could do this** could be to model how a reader might choose and find nonfiction books based on their interests using a basket of books created for this lesson.

Be sure to think aloud your ideas about the cover, previewing the text, and reading a few pages for accuracy and understanding.

- **Another way to do this** could be to schedule time in the school library, partnering with your school librarian to teach students how to use the library to find expository nonfiction about topics individuals are interested in. Again, modeling the process you want students to think through as they look for nonfiction books of interest to them.

Bloom's Levels: N/A

Webb's DOK: N/A

Engaging Experience 2

Teaching Point: Understanding our nonfiction reading identities and goal setting.

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: N/A

Detailed Description/Instructions:

- **One way you could do this** could be to ask students to consider their nonfiction reading lives. Teach students that readers often pose predictable questions to push themselves as readers. Create an anchor chart with questions nonfiction readers might ask themselves, including:
 - What kind of nonfiction do I like to read?
 - When has nonfiction reading gone particularly well for me?
 - When and where and with whom do I read nonfiction?
 - What could I do to read more or be smarter about my nonfiction reading?

Model for students how you would reflect upon these questions and use them to write a nonfiction reading goal for yourself. You may choose to post these goals on a personal goal chart or have students keep these goals in a prominent place within their reading folder/notebook.

Bloom's Levels: N/A

Webb's DOK: N/A

Engaging Experience 3

Teaching Point: Nonfiction readers rev up to read information by previewing, asking questions, and revising their thinking.

Suggested Length of Time: 1-2 mini lessons

Standards Addressed

Priority: 3.R.3.A.c

Detailed Description/Instructions:

- **One way you could do this** could be by modeling how you rev up your mind to read information texts by using the text features when previewing the text. Show students how you notice what the author highlights in bold and the text features he or she chooses when you first turn to a page: headings, subheadings, photos, captions, and charts. Model the following thinking: "What's this page likely to be about? What do I know about this topic already?" You may create an anchor chart with the following thinking stems:

- ★ “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 _____.”

Keep in mind, that as you teach students to anticipate what they’ll learn, you will also need to model how readers might need to revise their thinking when their predictions do not match up.

- Another way to do this is by reminding students that good non-fiction readers use text features to locate information and learn more about a subject every time they read.

Bloom’s Levels: understand

Webb’s DOK: 2

Engaging Experience 4

Teaching Point: Nonfiction readers pay close attention to vocabulary, noting when words are specific to a topic and thinking about their meaning.

Suggested Length of Time: 1-2 mini lessons

Standards Addressed

Priority: 3.R.1.B; 3.R.3.A.c

Detailed Description/Instructions:

- **One way you could do this** is to model for students how you notice technical or content-specific words through repetition or bolded print. By going back into a passage from your read aloud projected for students to see, circle with your pencil a content-specific word that continues to be repeated or bolded. Then record this word in your own “word bank” made for this unit. The word bank is intended to serve as a reference for students when they are teaching others about their subject. Explain to students the importance of adopting the technical language of the subject they are reading about. *You may wish to provide a blank word bank to each student to have them collect technical vocabulary, strategies used to determine meaning, and meaning of the word.*

In addition to noting and recording technical or content-specific words, you will want to model various ways readers determine the meaning of these words.

One way you could do this is by using your read aloud passages to show the following word solver strategies:

- ★ Substitute the hard word with a synonym and then read on.
- ★ Break up the word into its root, prefix, and /or suffix and use your knowledge of those word parts to try to figure out what the word might mean.
- ★ By looking to the text features on the page for support, especially illustrative portions of the text.
- ★ Look for the definition explicitly in the same sentence or a nearby sentence.
- ★ Look for a synonym within the sentence to help determine the meaning.
- **Another way you could do this** is through guiding the students through an inquiry lesson in which they read and reflect on new vocabulary and strategies they used to determine the meaning of these content-specific words. Creating an anchor chart for students based on what strategies they utilized.

Bloom’s Levels: Understand

Webb’s DOK: 1

Engaging Experience 5

Teaching Point: Nonfiction readers read in fluent and engaging ways.

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: N/A

Detailed Description/Instructions:

- **One way you could do this** could be to explain to students one way to feel even more engaged in a nonfiction text is to read it with fluency and expression. You might show a clip of a documentary such as *WildKratts* or *Disney Earth* and ask students to watch with their eyes closed, asking themselves how the speaker narrates the documentary in a way that pulls the viewer in. Then guide students through a discussion of what they notice about the narration. Create an anchor chart with student ideas, possible ideas may include:
 - Speaker pauses before parts that are exciting/dramatic
 - Speaker's voice rises when parts are exciting
 - Speaker's voice is smooth, even when saying words that seem difficult
 - Speaker emphasizes words that are important (you can almost imagine that they would be in bold)
 - When reading a list, you can hear the speaker pause after each item, almost as if a comma was there.

Model for students how you read your nonfiction text in an engaging way. It is also important to discuss with students that fluent readers are not on auto-pilot, but know to slow down when the text becomes complicated.

Bloom's Levels: N/A

Webb's DOK: N/A

Topic 2: Nonfiction Takes a Special Kind of Reading

Engaging Experience 6

Teaching Point: Nonfiction readers pay attention to supporting details and information they want to hold onto.

Suggested Length of Time: 2-3 mini lessons

Standards Addressed

Priority: 3.R.3.A.b; 3.R.3.A.c

Detailed Description/Instructions:

- **One way you could do this** is to show students how using the fingers on their hands is a good organizational tool to retell important details about the topic. Stopping after a small section of text, model how you can list details about the topic. Encourage students to do the same in the active engagement of the lesson. (This strategy will be used later in subsequent lessons to think about the main idea, so giving students ample time to practice and build strength in this strategy.)

- **Another way you could do this** is by modeling with a mentor text like *Insect Bodies*, the strategy of “Chunk and Sketch.” Show students how you stop after each short section. Think “What am I picturing?” Draw a quick sketch. Ask yourself what was this mostly about? Add important labels to go with your sketch.
- **You may also want to model** for students the importance of reading with a pencil as a way to help them pay attention to ideas and information. Draw students attention to the annotation anchor chart made during the previous unit, *Building a Reading Life*. Model for students how you would go about using a pencil and annotating with a passage from your nonfiction read aloud.

Bloom’s Levels: apply, understand

Webb’s DOK: 1, 2

Engaging Experience 7

Teaching Point: Nonfiction readers read with the main idea in mind

Suggested Length of Time: 3-4 mini lessons

Standards Addressed

Priority: 3.R.3.A.b; 3.R.3.A.c

Detailed Description/Instructions:

- **One way you could do this** is by telling students that informational texts often contain a main idea followed-or surrounded-by supporting evidence. A main idea is always presented as a complete sentence. For example, instead of saying “sharks” the main idea may be “Sharks are dying in the Atlantic Ocean”. Explicitly connect the prior strategy of listing details on your hand, using it to work backwards to infer a main idea. Model how to read a chunk of text, pause to recall content in detail form by listing off on your fingers, and then pointing to the palm of your hand state a main idea which connects all the detail together. In your own words stop and ask yourself what is this section mostly about? How do these facts fit together? (Note: As you read on you may need to revise your main idea)
- **Another way to teach this** is to tell readers that often one sentence summarizes the content of a paragraph or passage. This topic sentence is often the first or last sentence--but not always! Model for students by reading the first sentence of a paragraph and ask, “What is this saying?” and then reading on, sentence by sentence, asking, “How does this fit with what’s been said so far?” or “This part teaches me...”
- **Another way to teach this** is by introducing the boxes and bullet graphic to organize the chunk of text into the main idea (written in the box) and supporting details (bulleted underneath). You can give students the main idea and have them identify the details that best support the main idea.

Bloom’s Levels: apply, understand

Webb’s DOK: 2

Topic 3: Synthesizing Across Parts and Growing Ideas About Nonfiction

Engaging Experience 8

Teaching Point: Nonfiction readers put their notes from their chunks of text together to synthesize a main idea of the overall text or chapter.

Suggested Length of Time: 2-3 mini lessons

Standards Addressed

Priority: 3.R.3.A.b; 3.R.3.A.c

Detailed Description/Instructions:

- **One way you could do this** is by pointing out to students that informational texts can be tricky because sections dividers are often invisible-teach students that readers need to read in such a way that they notice when the text has gone through a transition and say, “Oh this is a new subtopic.” Model this by showing students how you look across the main ideas of chunks or sections, asking, “How does this all fit together?”
- **Another way you could do this** is by modeling how readers apply the boxes and bullet infrastructure across much larger chunks of text. Teach students that readers often take notes on a few select pages that seem particularly interesting. You might just use one Post-it for a large chunk of text, where you draw a box at the top and bullets below.

Bloom’s Levels: apply, understand

Webb’s DOK: 2

Engaging Experience 9

Teaching Point: Nonfiction readers synthesize information by teaching others.

Suggested Length of Time: 2 mini lessons

Standards Addressed

Priority: 3.R.3.A.b; 3.R.3.A.c

Detailed Description/Instructions:

- **One way you could do this** is by modeling for students how you prepare for teaching others by rereading the important information you’ve jotted down throughout your read aloud. Model for students in addition to explaining the big ideas of the text, you might:
 - ★ Point out the details in the pictures or diagrams that highlight what they’re saying.
 - ★ Link previous learning to the new information that they just encountered by flipping back and forth to show pictures that build off of one another and by explaining how those pictures go together.
 - ★ Add gestures to their explanations and use their voices to emphasize what’s important.
 - ★ Act out what they learned.
- **Another way you could do this** is by modeling for students how you start conversation by locating a big idea and then talking back to that idea. Then, teach them to use conversational prompts to elaborate on their thinking. Create an anchor chart with the following prompts:
 - ★ I can picture how this goes. It probably...

- ★ This makes me think...
- ★ This makes me realize...
- ★ I used to think, but now I'm understanding...
- ★ Maybe it's because...
- ★ My ideas about this are complicated. On one hand... But then again, I also think...

Bloom's Levels: apply, understand

Webb's DOK: 2

Post-Assessment

Post-Assessment (modeled after the pre-assessment):

- For a possible post-assessment, you may wish to give students a Time for Kids or another nonfiction article. Then pose the following questions:
 1. What details support the main idea: _____ (*pull a main idea from the article*) ?
 2. What does the word _____ mean in this sentence: (*pull a sentence from the article*)?
 3. What information do you learn from the (*select a text feature*)?

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Situation: As a leading expert, you have been chosen to teach others all you have learned about your topic.

Challenge: Your challenge is to quickly plan a simple presentation to share with a group of peers. Presentations should be 3 minutes maximum.

Specific Roles: You are a leading expert and teacher.

Audience: Elementary School Students

Product or Performance: You will want to organize the most important information about your topic along with key details. You may make a poster board including diagrams or charts. You may choose to read a part and act it out or make a model or put together a Power Point presentation.



If you wish to meet an ISTE Standard, you may choose to have your students share their engaging scenarios in one of the following ways:

- Use ThingLink to have students upload a photo that represents the main idea of their text, and then include the links that show the synthesized main ideas.
- You could also use Google Slides and Screencast-O-Matic. This may be almost like a book review when they are finished - teaching all about what they have learned in one book or multiple books on the same topic.

Unit 3: Character Studies

Subject: Reading

Grade: 3

Name of Unit: Character Studies

Length of Unit: 5 weeks, October-December

Overview of Unit:

One of the first goals of the unit is that students learn to make careful, close observations of characters, and then draw on their insights to craft theories and predictions. A second goal of the unit is that children gain an understanding of the ways in which all stories are structured: a character faces trouble that grows bigger and reacts to it, eventually finding a way to resolve the trouble and learn lessons. Once children have a sense of how all stories go, they can tackle a third goal: to think comparatively about characters in different books, noticing similarities and differences between these characters' struggles, motivations, reactions, and the lessons they learn.

In Topic 1 (Bend 1): Getting to Know Characters as a Friend

The unit starts with the students' journey alongside their characters. You'll want students to get to know their characters as they would a new friend, empathizing with and relating to them along the way. They will begin to keep a close eye on what the character says and does, noticing patterns, determining traits, and using their understanding of a character to make informed predictions.

In Topic 2 (Bend II) Following a Character's Journey

Bend II introduces students to a new structure--book clubs--which will support children's work for the remainder of the unit. Throughout the bend, you'll teach into the habits and work of clubs. Students will come to see their book clubs as a source of added support--developing and refining ideas in the company of others.

In Topic 3 (Bend III) Comparing and Contrasting Characters Across Books

In this final bend of the unit, students will learn to think comparatively across books, drawing on the work they've done throughout the unit. Children will continue to work in their book clubs, with each club continuing to read from a text set. You will reveal to students that the books they read in Bend II were purposefully chosen based on some shared similarities, and you'll challenge clubs to consider the ways the characters of these books and their journeys are alike--and different. In particular, students will look closely at character traits, problems, and lessons learned. As mentioned above, you'll find suggested titles for text sets on the digital resources that accompany this unit.

Getting Ready for the Unit:

Read through the User's Guide provided found in the Coaches Corner in Schoology

There are a couple of key things you can do ahead of time to ensure that the unit gets off on the best foot possible.

Consider your read aloud selection. If you opt for a read aloud other than *Because of Winn-Dixie* and *Dyamonde Daniel*, be sure to choose ones that have strong character development and can easily be paired for the work of Bend III. The books should have main characters who share

similar traits, problems, or life lessons. We recommend previewing the lessons taught across the unit to ensure your read alouds will work.

After you determine which book you will read aloud, you will want to pull titles from your classroom library to support book club work. Again, you will want to be sure that titles you select offer students the ability to study characters in complex ways. And, of course, you will want to make sure that the books you put into your library are appropriate for the range of readers that populate your classroom. We recommend organizing your library in two ways. In Bend I, students are independently reading their character books. You might find all of the books that you have single copies of and display them accordingly during Bend I. In Bend II and III, you will want to showcase books you have multiple copies of to support the work of book clubs. In addition to readying your library, there are a few other key ways to prep for this unit:

- Make sure that your readers are matched to books. If you have recently administered running records, be sure to consider students' reading levels when supporting them with book selection.
- We suggest pre-planning your read alouds to support the key reading skills of the unit. You'll want to prepare prompts and questions that support students in thinking about character traits, character change, determining themes, and comparing and contrasting themes and story elements. Often, teachers find it helpful to color-code the skills to be sure that all skills are equally represented in their read aloud work.
- You will also want to make copies of key strands of the progression that you will use across this unit--Inferring about Characters and Other Story Elements: Character Traits, Character Response/Change, Analyzing Parts of a Story in Relation to the Whole, and Determining Themes/Cohesion of the learning progression. If you have given the performance assessment (see the digital resources that accompany this unit and the Assessment section of "An Orientation to the Unit"), you'll want to study your students' work and determine which skills you feel they need to strengthen most. As with any unit, you can plan to do more small groups and conferences to target these skills, and also give students additional practice during your read aloud.

Pre-Assessment (given prior to starting the unit):

Refer to the Pre Assessment teacher directions, pre assessment, student responses, and student rubric for the Character Studies unit in Coaches Corner: Schoology.

Students will read a story called "The Bully and the Can Queen." After they read the story, they will be asked to stop and answer a few questions. Use the Student Rubric to evaluate and guide instruction.

1. What kind of person is Shannon?
2. Reread lines 98–102 below. These lines show a change in Shannon. How did she change? What caused her to change?
3. Reread lines 41–44 below. Think of how all stories tend to go. Then explain how this part fits into the story structure.
4. What is an important lesson that readers can learn from this story? Support your answer.

Read aloud considerations:

Because of Winn-Dixie by Kate DiCamillo
Amber Brown is Not a Crayon by Paula Danziger
Peter's Chair by Ezra Jack Keats
Make Way for Dyamonde Daniel by Nikki Grimes

Suggested Texts

My Name is Maria Isabel series by Alma Flor Ada (Simon & Schuster)
Ivy & Bean series by Annie Barrows (Chronicle Books)
Amber Brown series by Paula Danziger (Penguin)
The Hundred Dresses by Eleanor Estes (Houghton Mifflin Harcourt)
Sable by Karen Hesse (Macmillan)
Horrible Harry series by Suzy Kline (Penguin)
Judy Moody series by Megan McDonald (Candlewick Press)
Dragon Slayers' Academy series by Kate McMullan (Grosset & Dunlap)
Clementine series by Sara Pennypacker (Hyperion)
Geronimo Stilton series by Geronimo Stilton (Scholastic)

Essential Questions:

1. How can I grow ideas about characters as I read across the books?
2. Why do readers back up and refine their thinking as they accumulate evidence?
3. How can I push my thinking to become more insightful as I read, infer, and talk more?
4. How can I synthesize my thinking to develop ideas to relate to life and the world in general?

Enduring Understanding/Big Ideas:

1. I can analyze how characters and situations are similar in different books.
2. I can recognize how a character's motivations drive the arc of the story.
3. I can notice common plot lines and themes across texts.

Priority Standards for unit:

- 3.R.I.C.a Determine relevant connections between text to text (text ideas, including similarities and differences regarding information and relationships in fiction and nonfiction).
- 3.R.2.A.a Read, infer, analyze, and draw conclusions to summarize and sequence the events/plot and explain how past events impact future events.
- 3.R.2.A.b Read, infer, analyze, and draw conclusions to describe the personality traits of characters from their thoughts, words, and actions

Supporting Standards for unit:

- 3.R.2.A.d. Read, infer, analyze, and draw conclusions to paraphrase the big idea/themes and supporting details of texts
- 3.R.1.A.b. Develop and apply effective listening skills and strategies in formal and informal settings by asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others.
- 3.R.2.A.a. Develop and apply effective listening skills and strategies in formal and informal settings by demonstrating active listening through body language and eye contact with the speaker, according to classroom expectations.
- 3.R.I.A.d. Develop and demonstrate reading skills in response to text by monitoring comprehension and making corrections and adjustments when understanding breaks down.
- 3.R.2.A.f. Read, infer, and draw conclusions to describe relationships among events, ideas, concepts, and cause and effect in texts.
- 3.R.2.A.e. Read, infer and draw conclusions to compare and contrast the most important points and key details presented in texts on the same topic.
- 3.R.2.A.g. Read, infer, analyze, and draw conclusions to distinguish their own point of view from that of the narrator or those of the characters.
- 3.R.4.A.: Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
3.R.I.C.a	relevant connections between text to text (ideas and information in various fiction and nonfiction works, compare and contrast)	explain	understand	3
3.R.2.A.a	summarize and sequence the events/plots	Read, infer, analyze, and draw conclusions	understand	1
	past events impact future events	explain	understand	3
3.R.2.A.b	Describe the personality traits of characters from their thoughts, words, and actions.	Read, infer, analyze, and draw conclusions	analyze	4

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
refer recount determine compare contrast distinguish express collaborative discussion theory predict infer	character traits theme setting plot chapter scene literal non-literal motivations story mountain/arc

Topic 1: Getting To Know a Character as a Friend

Engaging Experience 1

Teaching Point: Pre-Assessment

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: N/A

Supporting: N/A

Detailed Description/Instructions:

Students will read the passage “The Bully and the Can Queen” and answer 4 questions:

- What kind of person is Shannon? (Inferring about characters and other story elements)
- Reread lines 98–102 below. These lines show a change in Shannon. How did she change? What caused her to change? (Character Response/Change)
- Reread lines 41–44 below. Think of how all stories tend to go. Then explain how this part fits into the story structure. (Analyzing Parts of a Story in Relation to the Whole)
- What is an important lesson that readers can learn from this story? Support your answer. (Determining Themes/Cohesion)

Bloom’s Levels: Evaluate

Webb’s DOK: 1

Engaging Experience 2

Teaching Point: Today I want to teach you that when readers begin a new book, they are given some new friends. Readers get to know the characters in the book in much the same ways as they get to know a new friend, taking notice of how the characters talk and act, discovering what they are like.

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: 3.R.2.A.b

Detailed Description/Instructions:

- **One way to do this is to** invite children to join you in rereading a passage of the class

read-aloud, noticing the main characters actions and words. Read a bit more of the book and ask partners to notice more things about the main character. Name the work that you have just done in a way that is transferable to other texts.

Link: Stress that coming to know characters, like friends. takes time. Invite children to begin noticing the actions and words of the characters in their own books, jotting down their observations.

Bloom's Levels: Understand

Webb's DOK: 1

Engaging Experience 3

Teaching Point: Today I am going to teach you that once readers have met a new character, they draw on their first observations to come up with an idea about the character. They study things the character says and does and think, 'What does this tell me about this character?'

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: 3.R.2.A.b

Detailed Description/Instructions:

- **One way to do this is to** invite children to join you in revisiting their observations of how a character talks and acts to develop ideas of what a character is like. Demonstrate the way you read and reread, to check whether an initial hunch about a character is, in fact, borne out. Debrief in ways that remind students of the work they can do another day, in another book, that they tried here. Ask children to recall the idea they have begun growing about the main characters in their independent reading books.

Link: Send readers off to read independently, reminding them to follow the ideas they are growing and to push themselves to say more.

Bloom's Levels: Apply

Webb's DOK: 1

Engaging Experience 4

Teaching Point: Today I want to teach you that as you read on in a book, and learn more about a character, you'll start to notice patterns in the things the character does again and again, across the story- and you can add on to your initial ideas to come up with the big idea, or theory, about the character.

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: 3.R.2.A.b

Detailed Description/Instructions:

- **One way to do this is to** invite children to notice whether there is a pattern of behavior further on in the story to support their initial ideas about a character. Debrief. Point out the steps you followed to grow your initial thinking about the character by noticing patterns that contribute to a bigger theory. Set students up to look across pages they've read in their own books, noticing patterns that help them come up with a bigger theory about their character. Recap the work children did in a way that is transferable to another

text another day.

Link: Reiterate the fact that readers can notice patterns in any character they come to know well.

Add to the anchor chart: *Notice patterns in a character's behaviors.*

Bloom's Levels: Understand

Webb's DOK: 1

Engaging Experience 5

Teaching Point: Today I want to teach you that a reader's initial theories about a character are usually the tip of much deeper thinking. Once they form a theory about what kind of person a character is, readers can dig deeper to ask, 'Why is the character this way?'

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: 3.R.2.A.b

Detailed Description/Instructions:

- **One way to do this is to** model how you push past a simple, initial theory about the main character in the read-aloud, by asking the question "'Why?'" Debrief. Point out what you and the class did to grow your thinking. Channel children to push past their initial theories about their own characters by asking, "Why?"

Link: Channel children to go back to their seats quietly once they are ready to record their new thinking. Add to the anchor chart: *Come up with a deeper theory.*

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 6

Teaching Point: Today I want to teach you that once readers understand a character in deeper ways- once they have a sense of who the character is, what he tends to do again and again, and what he really wants- readers can use this knowledge to predict.

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: 3.R.2.A.b

Detailed Description/Instructions:

- **One way to do this is to** model how you set yourself up to predict what a character will do next, taking into account what you already know about the kinds of things she tends to do, say, or want, again and again. Invite children to predict with you, first in their minds, and then with a partner. Share out some of the children's thinking, and then read aloud the beginning of the next chapter to see how their predictions measured up. Debrief. Point out that children drew on their growing understanding of the character. Channel partners to make predictions together about the characters in their own books. Recap in a way that is transferable to another text, another day.

Link: Reiterate to children that the prediction work they did today can be done anytime they read. Add to the anchor chart: *Notice patterns in behaviors and wants, using them to predict.*

Bloom's Levels: Evaluate

Webb's DOK: 1

Engaging Experience 7

Teaching Point: Today I want to teach you that readers set clear goals for themselves. One way they do this is by studying their work and asking themselves, ‘How can I develop even stronger ideas about my character? What goals can I set that will help me read even better?’

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: 3.R.2.A.b

Detailed Description/Instructions:

- **One way to do this is to** have students jot (in Schoology) what they are noticing about their characters in their journals. Revisit the Informational Reading Learning Progression and look at the Cross Text(s) Synthesis and the Main Idea(s) and Supporting Details/Summary Section. Also looking at the Inferring About Characters and Other Story Elements on the Narrative Reading Learning Progression and determine where they best fit on the progressions. Challenge them to notice what they have not yet done in their jot.

Link: Make a goal or a set of goals to lift the level of your reading work. Have them record their goals and tell their partners what specific actions they will take as they read on.

Bloom’s Levels: Apply

Webb’s DOK: 1

Jot Assessment

Retail	Tallies _____	Grow Ideas about Characters	Tallies _____
Make a Prediction	Tallies _____	Other	Tallies _____

What do you do well as a reader?

What will you try next as a reader?

Topic 2: Following a Characters Journey

Starting today, children will talk about their books in newly formed reading clubs, so ask each club to choose a first book to read from the stack of books you have available in multiple copies. Emphasize the importance of clubs being on the same page in their books when they meet to talk. Channel them to set a goal for how many pages they will read today. They will be focusing on one character in their book across the whole story.

Engaging Experience 8

Teaching Point: Today I want to teach you that the main character in all stories travels along a story mountain. Readers expect that a character faces a problem that gets bigger and bigger, reaches a turning point, and then is resolved.

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: 3.R.2.A.b, 3.R.2.A.a

Detailed Description/Instructions:

- **One way to do this is to** show how characters from a familiar story move along a story mountain in predictable ways, encountering hurdles. Invite a child to put marks on the story mountain for each hurdle. Debrief. Name today’s strategy so that it is transferable to other stories. Have each student draw a story mountain and ask each of them to point

to it as they say in the air the big events of one of the character's journeys.

Link: Reiterate what you taught today and remind children to read on the alert for the predictable way that characters progress in stories. Have them jot these findings in their notebooks to be able to talk with their book club members.

Bloom's Levels: Analyze

Webb's DOK: 2

Engaging Experience 9

Teaching Point: Today I want to teach you how you can be prepared for your book club conversations.

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: 3.R.2.A.b, 3.R.2.A.a

Detailed Description/Instructions:

- **One way to do this is to** provide a quick book talk or book buzzes to start the clubs off. Demonstrate how you will write down and refer to the work you already did in Bend 1 by getting to know the character. Record your thinking as you try that work so you have something to refer to when you talk. Set students up to have productive conversations in their book clubs. Guide them to look over all club members' jottings to find common ideas, and start conversations from there.

Link: Share with students that one thing clubs find helpful to do at the start of the conversations is to look at all of the jots of the club members have brought with them and look across those ideas to see if any of them fit together. Remind them to refer back to the text, don't forget to make eye contact and take turns talking. They will also need to make a plan for how much they will read for the next meeting.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 10

Teaching Point: Today I want to teach you that readers expect characters to encounter problems in a story. Readers notice what problems characters face and also how they react to these problems.

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: 3.R.2.A.b, 3.R.2.A.a

Detailed Description/Instructions:

- **One way to do this is to** challenge children to help generate a list of problems the main character in the read-aloud text faces, and then to consider how she responds to them. Invite clubs to think about how the main character in their book responds to his or her problems. Coach in as they talk. Debrief. Point out that characters solve problems in various ways.

Link: Encourage students to continue their character work, now noting problem-solving strategies, using this as yet another means to understand the character in deeper ways. Add to

the anchor chart: *Track the character's problems-and reactions to these.*

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 11

Teaching Point: Today I want to teach you how to create an identity for your club.

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: 3.R.2.A.b, 3.R.2.A.a

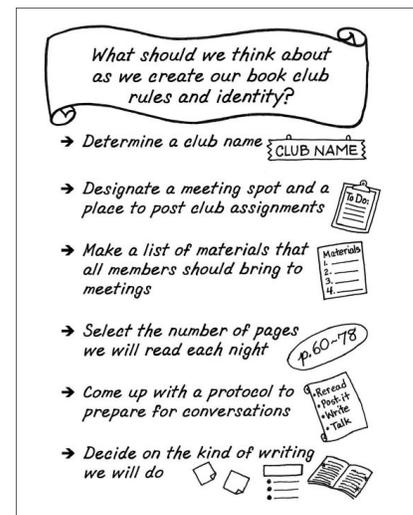
Detailed Description/Instructions:

One way to do this is to help clubs determine expectations and protocols for their clubs. Refer to the list to create book club rules and identity.

Link: Have students create this with their book clubs making sure to record the information in their reading journals.

Bloom's Levels: Create

Webb's DOK: 1



Engaging Experience 12

Teaching Point: Today I want to teach you that readers pay close attention to how the secondary characters in a story help the main character along his or her journey. Readers ask themselves, ‘Why is this guy in the story? How does he support the main character in his journey?’”

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: 3.R.2.A.b, 3.R.2.A.a

Detailed Description/Instructions:

- **One way to do this is to** tell children that secondary characters are in a story to support the main character in some way, and invite them to examine some in the demonstration text with you. They can be the Advisor, Sidekick (friend) or Challenger. Channel clubs to study a secondary character in their book, thinking why this person is in the story and what roles she plays in the main character's journey. Coach into clubs conversations, offering tips and reminders (Ex. Focus on the work they should be doing with getting to know the characters and their journey).

Link: Remind children of the reason to pay attention to secondary characters, and the kinds of roles they play. Add to the anchor chart: Consider the role(s) secondary characters play.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 13

Teaching Point: Today I want to teach you that we often ask questions as readers. Why might authors include illustrations? What do pictures contribute or add to stories?

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: 3.R.2.A.b, 3.R.2.A.a

Detailed Description/Instructions:

- **One way to do this is to** channel children to work in their small groups, and give each group a copy of *Peter's Chair* to examine as they consider the inquiry questions. Do the illustrations contribute to his climb up the story mountain? What do the illustrations tell us about the character?...Feelings? Relationship between characters? Main characters movement along the mountain? Add these to the chart of the story mountain for *Peter's Chair*.

Link: Set students up for independent work reading while forming quick, on-the-run groups.

Note: For those students that are in books with no illustrations, focus on the fact that the author uses words to create images for the reader. (Ex. *Because of Winn Dixie*) How do these mental images enhance their understanding of the story?

Bloom's Levels: Evaluate

Webb's DOK: 2

Engaging Experience 14

Teaching Point: Today I want to teach you that as readers near the end of the story, they expect tension to build to a boiling point. When this happens, they pay attention to how the main character is tested, notice how the character reacts, and think 'Why might this be important to the character's journey?'

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: 3.R.2.A.b, 3.R.2.A.a

Detailed Description/Instructions:

- **One way to do this is to** read aloud the climax of the demonstration book. Show children how you consider in what ways the main character is being tested and why this is important to her journey. Read aloud the rest of the chapter and then ask children to talk as clubs about other ways they notice the character being tested. Debrief. Share what you saw children doing in their club conversations and then share out a little of their thinking.

Link: Reiterate the day's teaching point in a way that is transferable to any text.

Add to the anchor chart: *Notice how the character is tested during a story's climax. (Why might this be important to the character's journey?)*

Bloom's Levels: Analyze

Webb's DOK: 2

Engaging Experience 15

Use the Story Mountain to Guide Your Reading

At the beginning, ask:

- What seems important about the main character so far?
- What kind of world does the character live in?
- Who else is in the story?

In the middle, consider:

- What are the problems that the main character faces?
- How does the character respond to those problems?
- What patterns are you noticing in the character's behavior?

At the end of the story, question:

- What choices does the main character make to resolve the problems?
- What lessons does the character learn?

Teaching Point: Today I want to teach you that as a story comes to a close, the main character resolves his or her biggest problems. Readers notice this and ask, ‘What strength did this character draw on to solve this problem?’ And also, ‘How has the character changed?’”

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: 3.R.2.A.b, 3.R.2.A.a

Detailed Description/Instructions:

- **One way to do this is to** trace with your finger along the end part of the story mountain to signal that the story’s resolution happens right after the climax, when a character’s journey begins to head down the mountain. Model the thinking work you do during the resolution of the demonstration text. *‘What strength did this character draw on to solve this problem?’ And also, ‘How has the character changed?’”*

Link: Remind students that readers thinking about the early ideas they’ve formed about a character to think, toward the end, ‘How has this character grown since the start of her journey?’”

Add to the anchor chart: Notice how the character resolves his/her biggest problem(s).

Ask: What strength did this character draw on to solve this problem?

How has the character changed?

Bloom’s Levels: Analyze

Webb’s DOK: 2

Engaging Experience 16

Teaching Point: Today I want to teach you that after a character has resolved a problem, readers ask, ‘What does the character know now that he didn’t at the start of the story? What lessons can he teach others about life?’

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: 3.R.2.A.b, 3.R.2.A.a

Detailed Description/Instructions:

- **One way to do this is to** revisit a passage in the read-aloud book that reveals some lessons the main character has learned. Recruit children’s help to uncover these. Set children up to mine their club books for lessons characters have learned and then to share these with their club mates.

Link: Encourage children to continue looking for ways in which their characters have changed and grown, and to jot any lessons they can apply in their own lives.

Add to the anchor chart: *Determine what lessons the character learns.*

Bloom’s Levels: Evaluate

Webb’s DOK: 1

Engaging Experience 17

Teaching Point: Today I want to teach you that one thing expert readers do, especially when they get to the end of the book, is to think about how all the parts fit together to make the whole story. Readers notice the choices an author makes and ask, ‘What does this part do?’ and ‘How does it connect to other parts in the story?’ Expert readers are analytic readers.

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: 3.R.2.A.b, 3.R.2.A.a

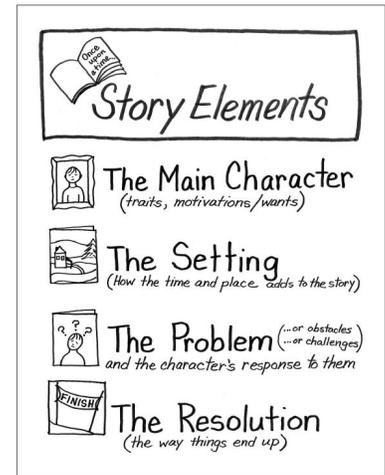
Detailed Description/Instructions:

- **One way to do this is to** recruit children to help you determine what roles various parts of the class read-aloud play-what they do. Reread a passage from your read-aloud and have the student determine how it connects with the story elements. Channel students to try the analytic work in their club books by rereading key parts and matching them to the story elements listed on the class chart. Debrief the work that students did in their club books.

Link: Set students up to read and reread key scenes in their club books and to write about the roles of those parts as well as how they connect with the overall story.

Bloom’s Levels: Analyze

Webb’s DOK: 2



Topic 3: Comparing and Contrasting Characters Across Books

Prepare for this bend by finding text sets that have the same theme or similar characters to what they have been reading with their book club. They will be comparing characters and similar circumstances that characters face. She uses Make Way for Dymonde Daniel by Nikki Grimes but you could also use Amber Brown is Not a Crayon by Paula Danziger.

Engaging Experience 18

Teaching Point: Today I want to teach you that when readers read books that ‘go together’ in some way, they can make all sorts of comparisons. One thing readers can compare are the main characters. Readers think, ‘In what ways are these characters similar? Do they say and do similar things? Do they care about the same stuff?’ Readers also ask, ‘In what ways are these characters different?’

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: 3.R.I.C.a, 3.R.2.A.b

Supporting: 3.R.2.A.e

Detailed Description/Instructions:

- **One way to do this is to** make a comparison between two kids in the class to demonstrate how readers compare characters. Spotlight their actions, words, and things

they care about. Reiterate the ways you compared the two kids. Reread a part of your demonstration text and ask children to notice ways the main character is similar to and different from the main character of your first read aloud.

Link: Reiterate the comparison work that clubs just did and introduce a new anchor chart “Comparing Characters that ‘Go Together’”.

Add to the anchor chart: *Study the traits, actions, likes and dislikes*

Bloom’s Levels: Analyze

Webb’s DOK: 2

Engaging Experience 19

Teaching Point: Today I want to teach you that once readers know something about what makes two characters tick-about how they act and talk in their individual stories- they can compare how these characters teackle trouble. Specifically, readers can think, ‘How do these two characters react to their problems? Are their similarities? Differences?’

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: 3.R.I.C.a, 3.R.2.A.b

Supporting: 3.R.2.A.e

	Character 1	Character 2
Problems		
Reactions		

Detailed Description/Instructions:

- **One way to do this is to** use the demonstration texts to model how to compare the ways characters in two different books respond to problems. Debrief. Name the steps you just followed in ways that are transferable to other characters and other books. Set clubs up to try this work in their own books.

Link: Remind students of the new strategy you taught, and add it to the anchor chart. Send them off to read, with the repertoire in mind.

Add to the anchor chart: *Notice the way characters react to their problems.*

Bloom’s Levels: Analyze

Webb’s DOK: 2

Engaging Experience 20

Teaching Point: Today I want to teach you that readers can develop debatable ideas about characters across books by exploring a big question with no one right answer. They can use mini-arguments to share their ideas, supporting these with evidence from the text.

Suggested Length of Time: 1 mini-lesson

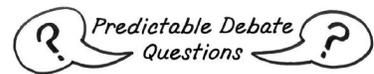
Standards Addressed

Priority: 3.R.I.C.a, 3.R.2.A.b

Supporting: 3.R.2.A.e

Detailed Description/Instructions:

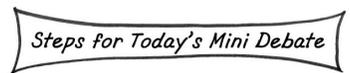
- **One way to do this is to** show students some questions that readers can ask to set up debates across texts. Demonstrate how to develop a quick flash-argument related to the class demonstration text, using one of the questions. Debrief in



→ Which character is more _____? (trait)

→ Which character is better at solving problems?

→ Which character would make a better friend?



1. My position is that....

ways that set students up to try what you have just done. Challenge clubs to gather evidence to support the opposing side, choosing evidence from the read-aloud text that you distribute, and using white boards or chart paper to record this. Circulate and coach as students collect evidence. Then facilitate a bare-bones debate. Provide students with phrases that they can use to state and defend their positions.

Link: Channel clubs to choose one of the debatable questions from the list to talk across books. Add to the anchor chart: *Develop debatable ideas across texts.*

Bloom's Levels: Evaluate

Webb's DOK: 3

Engaging Experience 21

Teaching Point: Today I want to teach you that many fiction authors explore similar themes in their books. When readers compare books, they can think about the themes, asking themselves, ‘What big issues were resolved in each story?’ and ‘What big lesson did each character learn?’ Readers can then compare themes and lessons across books.

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: 3.R.I.C.a, 3.R.2.A.b

Supporting: 3.R.2.A.d., 3.R.2.A.e

Detailed Description/Instructions:

- **One way to do this is to** use the read aloud texts to highlight parts where the main characters resolve similar challenges. Debrief. Point out the process you just followed-and the questions you raised-to compare the two demonstration texts thematically. Introduce a topic that the authors of both demonstration texts explore, and challenge children to compare these, noticing similarities and differences, and posting another possible theme. Share out some of the children's thoughts.

Link: Reiterate the day's teaching point in a way that is transferable to any text.

Add to the anchor chart: *Explore the lessons learned and the themes.*

Bloom's Levels: Analyze

Webb's DOK: 2

Post-Assessment

Readers, today you will read a story called “Jump.” After you read the story, you will be asked to stop and answer a few questions. Write your answers on a separate sheet of paper.

1. What kind of person is Taylor? How do you know this?
2. Reread lines 57 to 60 below. These lines show a change in Taylor. How did she change? What caused her to change?
3. Reread lines 28 to 30 below. Think of how all stories tend to go. Then explain how this part fits into the story structure.
4. What is an important lesson that readers can learn from this story? Support your answer with evidence from the text.

Use the Narrative Reading Self-Assessment Rubric found in Schoology to evaluate:

- Inferring About Characters and Other Story Elements
- Character Response/ Change
- Analyzing Parts of a Story in Relation to the Whole
- Determining Themes/ Cohesion

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Situation: You have recently been hired by the book fair to travel and help support them as they promote books! They are needing someone to specifically promote books with amazing characters.

Challenge: Your challenge is to tell elementary school students about books that they may want to read. Excite them about the books by giving in-depth information about the characters in the book and allowing them to see themselves reading the book.

Specific Roles: You are a student representing the book fair

Audience: Elementary School Students

Product/Performance: In your speech that you will prepare, be sure to address the following points:

- How are the settings of the stories different?
- How is the way that (character from one story) deals with the problem in the first story different/similar than the way that (character from different story) deals with the problem in the second story?
- How would you describe the character in both stories?
- Here is a theme from both stories: _____. Provide two details from each story that show how this theme is true for both stories.

Unit 4 : Gem Unit- Recommitting to Reading

Subject: Reading

Grade: 3

Name of Unit: Gem Unit

Length of Unit: 2 weeks, December

This unit is a chance for you to reflect on and respond to the needs of the students. It is not intended to be taught in its entirety in a sequential order. These Teaching Points could be a whole group lesson, small group lesson or individual conference.

<p style="text-align: center;">Stamina</p> <p>If your students are struggling with...</p> <ul style="list-style-type: none">● Staying focused while reading● Attending to the reading in another genre (ex, non-fiction, fantasy, poetry, etc)● Sticking with one book over an extended period of time	<p style="text-align: center;">Selecting Books</p> <p>If your students are struggling with...</p> <ul style="list-style-type: none">● Selecting books that are readable for them● Finding a new book to read● Recognizing books they will enjoy reading● Finding books they will read at a good pace	<p style="text-align: center;">Chronic Abandoning</p> <p>If your students are struggling with...</p> <ul style="list-style-type: none">● Finishing books● Starting several books at once● Having a new book each conference/status of the class● Identifying books they have read they liked or enjoyed
<p style="text-align: center;">Book Talking: the “How” and the “Why”</p> <p>If your students are struggling with...</p> <ul style="list-style-type: none">● Finding books they like to read● Enthusiasm for reading● Breaking out of a reading rut● Trying new types or genre of books● Finding others who like to read what they do	<p style="text-align: center;">Gem Unit:</p> <p>A mini-unit to strengthen reading behaviors and habits</p>	<p style="text-align: center;">Responding to Reading</p> <p>If your students are struggling with...</p> <ul style="list-style-type: none">● Remembering what they were thinking as they read or tracking literal information from the book● Articulating ideas in writing at the same depth as when orally expressing their thinking of a text● Composing superficial responses to reading, while all other writing abilities are strong (as evidenced by story writing, essay writing, or informational writing)
<p style="text-align: center;">Tracking Reading Growth</p> <p>If your students are struggling with...</p> <ul style="list-style-type: none">● Setting authentic reading goals● Expecting the best of themselves during reading● Using their reading time well● Reflection● Reading different genre or breaking out of a series	<p style="text-align: center;">Variety and Text Choice</p> <p>If your students are struggling with...</p> <ul style="list-style-type: none">● Reading the same genre repeatedly● Being “stuck” in a series● Having variety in either the type of text or the level of difficulty	<p style="text-align: center;">Modeling a Passion for Reading</p> <p>If your students are struggling with...</p> <ul style="list-style-type: none">● Having a reading identity

Stamina

***Note: If students are having trouble focusing on reading for an extended period of time, take some time to reflect on the amount of time students have to practice each day. The more students practice, the more they enjoy and develop confidence in reading and the**

more likely they are to read in their free time. Students who are struggling with stamina may, in fact, need more time to practice.

Teaching Point: Readers, I want to teach you that the best way to become a stronger reader is to read. Only we are in charge of how our reading goes.

Suggested Length of Time: varies depending on the need

Possible Ways to Do This:

- **One way to do this is to** have a discussion about “real reading” and “fake reading.” Model the differences between these two in your discussion. Show what it looks like to be disengaged, distracted, or unfocused with your reading. Name what you did. Now, change your body and mind to show what it looks like to be focused and engaged. Stop and jot-- what are the differences between the two? What will students plan to do to ensure that they are practicing “real reading?” It might be helpful to share your own reading habits. For example, it might be harder for you to stay focused on nonfiction, so you have to push yourself to concentrate for an extended period of time with this genre.
- **Another way to do this is to** set timed goals for students. Start small, asking for students to read for a short period of time, maybe just a few minutes initially. As students are reading, resist formal conferences, and monitor the focus level of students. If you are seeing students become distracted or disengaged, stop the time and reconvene as a class. Use this as a teaching point, rather than a punishment. What happened? What can we do when we try again? What caused us to get distracted? Then, make time to start again the next day, gradually extending the time when students successfully read without becoming distracted. You might track this time as a class, trying to extend the time more and more each day.
- **Another way to do this is to** set page goals at the start of a chunk of reading time. Students might look back at their reading log and think, “how many pages can I read before becoming distracted?” Have students use sticky notes to mark places where they can take a short break, and reflect upon whether they were focused and engaged. At first, it might just be a couple pages, but then students can gradually extend the page numbers as their stamina increases.
- **Another way to do this is to** have students determine their reading rate. Readers need to monitor how fast we read -- sometimes we read too fast, sometimes too slow, and sometimes at the perfect pace. We can check this by checking our page per minute (ppm) rate and paying attention to how much we are stopping to check our comprehension. Then, we can set goals; do we need to read faster or slower? Do we need to jot more often or less often? To do this, set a time for 10 minutes, and have students note the page they start on. At the end of 10 minutes have them track how many pages they read in that time period. Then, they can reflect on this amount. Is it reasonable? How long would it take me to finish the book I am currently reading based on my ppm rate? Does that goal seem attainable?
- **Another way to do this is to** track your stamina on a stamina chart. This strategy might help students to visualize their reading capabilities. Don't let this tracking be something that is tracked because we have to ‘muscle through’ it, but rather, that reading is enjoyable. Comparing this tracking to your own tracking of fitness, or running for

example, can allow students to see that although reading is hard work, it is worthwhile to set goals for ourselves.

- **Another way to do this** is to have students decide what they want to work on and what they want to pay attention to as they read. Have students set stopping points, and decide what they'll do when they stop. Place sticky notes in your book that will serve as a reminder to stop and practice the work you'll do that connects to your goal. The following prompts give students an idea of what to focus on:
 - What's your goal?
 - How often do you think you need to stop? What are your plans when you do stop?
 - When you stop, what will you do? Jot? Stop and think? Stop and sketch? What will that look like?
 - Think about how often you'll need to stop to stay focused?
 - Let's look at how this book is organized. Now think about your goal? Where do you think it makes sense to stop?
- **Another way to do this** is to realize that sometimes, part of being engaged is just deciding to be. If you approach a book or genre thinking, "this isn't for me," then it's like you're switching your brain off from the start. Instead, try to read it like the words are beautiful or what you're learning about is interesting. Notice how your attention changes.

Selecting Books

Teaching Point: Readers select books that are appropriate for them and that they will enjoy.

Suggested Length of Time: varies depending on the need

Possible Ways to Do This:

- **One way to do this is to** introduce your students to resources to help them find the next book they'll be successful with. You may use websites such as Amazon, Goodreads, and BiblioNasium. Show students how to type in a book they remember loving and see what recommendations pop up. You may also model how to read the reviews and summaries while thinking about what they like about books to see if any of the ones suggested are a good fit. Some prompts you may use are:
 - Which book do you remember loving? Type that one into the website.
 - Read the summary before you decide.
 - Think about what it is you liked about this book. Which of these suggestions seem to also have that quality?
- **Another way to do this is to** model for students how choosing a just-right book means more than choosing a book based on level. Instead of going to the library saying, "I'm a ____ (level)," go to the library saying "I'm a reader who enjoys ____ (description of your book interests)." Think, "Where would I find books that fit who I am as a reader?"
 - You may wish to create a questionnaire that they can fill out. Some questions you may ask are:
 - Tell me about the books you've loved. What do they have in common?

- If you were going to ask a friend for a recommendation, what would you tell them to help them suggest the right book?
 - What do you like outside of reading that you think might help you find a good book?
 - Tell me what series, authors, or genres you think you most enjoy.
 - Where do you think you could go to find books like that?
 - What genres of books have you never read before? Why have you never read this genre?
- **Another way to do this is** to point out how readers reflect on the past and plan for the future. You may choose to say something like *“It can be hard selecting books from just the cover and the blurb. Chances are good that some books you’ve picked in the past turned out to be not such great fits for you and that others were fabulous. One way to tell how focused you were while you were reading is to look at your reading rate. When you divide the pages by the minutes you get a page-per-minute (ppm) rate. It should be about .75, or three-quarters of a page per minute. Much slower and it might be showing that you’re getting distracted while you are reading. See if you can tell what these books have in common--a theme? A character type? A topic? A genre? Then, browse books with that in mind, and/or ask for help from me, or your friends, asking what might fit that same profile. You can also look over your log to notice the patterns around how often you read and where you read. You can use what you notice to make resolutions about future habits.”*
 - **Another way to do this is to** focus on whether or not the text engages the reader. You may wish to model how you read the first page of a book. Notice whether you feel like the book grabbed you and if you were eager to read the rest of the book. Ask yourself, “Can I see the story or topic? Do I care to find out what comes next?” If so, the book may be a good fit. Some prompts you may use for this work are:
 - How do you feel after the first page?
 - What grabs you here?
 - Tell me what you picture after reading that first bit.
 - Tell me why you’d like to keep reading.
 - What makes you want to read on?
 - Do you feel like you were focused on that whole page?

Chronic Abandoning

***Note: Many times students who are chronically abandoning books are struggling to select books that are a good fit for them in the first place. Some of the lessons from Selecting Books may also be needed during this unit.**

Teaching Point: Readers I want to teach you that sometimes books just don’t fit us. That is absolutely ok! It is our job to figure out what books make us want to read, what books don’t, and what to do about this.

Suggested Length of Time: varies depending on the need

Possible Ways to Do This:

- **One way to do this is to** let students know that even adults abandon books. Abandoning

a book does not equate to failure. What we have to watch out for is making sure we aren't abandoning (or half reading) every book we pick up. Create an anchor chart encouraging students to share out reasons that they might abandon a book.

Sometimes we let books go when they are...

- Too easy
- Too difficult
- Not interesting
- Too confusing
- About a topic you don't particularly enjoy
- Not what you expected
- Slow moving and hard to get into
- Don't like the characters
- Disappointing sequel
- Not interested in the genre
- Too long and you lose interest
- Doesn't feel like the story is going anywhere
- Poor writing style

Remind students that just because we "quit" a book one time, does not mean that we are never going to read it again. It is ok to give books a second chance.

Encourage students to help you brainstorm reasons, from the anchor chart, that might lead you to giving a book a second chance. (ex. This book was too hard the first time I read it, but now I feel much stronger as a reader and would like to try it again.)

- **Another way to do this** is to help students understand that sometimes we have to give books a little more time to decide if they are worth reading. Ask students to share out a book that it took awhile for them to get into. Ask them what made them stick reading it. Tell students that as readers sometimes we have to give books a chance, it can take more than just the first few pages for a story to get good. Encourage students to set a personal standard for how long they will give a book before they give it up. (ex. 50 pages, 2 chapters, etc.)
- **Another way to do this is to** have students create an "I read because..." page in their Reader's Notebooks. Model for students that there are many different reasons people read. Have students fill this page with all of the reasons that they read. Use this as an anchor point during these lessons. Make notice of students who struggle to think of reasons they read. This will be a great segue for deciding which students would benefit from conferring or small group talk about this.
- **Another way to do this** is to tell students you are getting ready to let them know you are getting ready to let them in on a secret. Share with students that sometimes you read a book and you realize after a little while...that you just don't like it. Remind them that if we are reading a lot of books that will happen from time to time. However, as readers we have to give books a reasonable chance, before we hop on to the next text. Talk to students about a book you read that you realized just wasn't a book you liked. How many pages did you read? What let you know it wasn't a good fit for you? How did you decide you were done reading it?

- **Another way to do this is to** use a strategy like Most & Least Desirable Actions from The Reading Strategies Book by Jennifer Serravallo. Model for students what it looks like to be disengaged, distracted or unfocused while you're reading. You could even conduct your read aloud with these behaviors for effect. Ask students to name the actions you were showing, that showed that you weren't interested. Now, change your body and mind to show what it looks like to be focused and engaged, you might even ask students to guide you through the changes they should make. Ask students to go out into the classroom and model for you unengaged reading. Ask students to model for you engaged reading. Spend workshop checking in with students about what things help them stay engaged. (The Reading Strategies Book p. 56)
- **Another way to do this is to** remind students that as the school year goes on sometimes we change and grow. It is important that we check in with ourselves to make sure that we are making decisions based on what we know about ourselves. Model for students how you might think about yourself as a reader and the things that have changed for you over the years. Give students a Reading Interest Inventory/Reading-Interest-Alyzer (found in coaches' corner) use these inventories to guide small groups and conferring. conversations, as we work to help students identify the things they want to read about.
- **Another way to do this is to use** a strategy like Choose Books with Your Identity in Mind from The Reading Strategies Book by Jennifer Serravallo. Model for students that choosing a just-right book means more than choosing a book based on the reading level. Instead of going to the library and saying, "I'm a ----level reader." go to the library saying "I'm a reader who enjoys.....type of books." Think, "Where would I find books that fit who I am as a reader?" You might then say to your students. Sometimes in this classroom I hear kids who worry about reading books that are their reading level. Parents do it too. Sometimes I even hear teachers refer to kids that way. But I have to tell you that books have levels, readers don't have levels. A better way to describe yourself as a reader is based on the kinds of books that interest you-series, genres, authors, topics, themes, characters. Today, instead of saying you're a level..., I want you to stop and reflect about the kind of books you love, using a few questions I am going to put on the board. I want us to start thinking about how we might use this information to label ourselves as readers.
 - On the board you may put some of these questions:
 - Tell me about the books you've loved. What do they have in common?
 - If you were going to ask a friend for a recommendation, what would you tell them to help them suggest the right book?
 - What do you like outside of reading that you think might help you find a good book?
 - Based on what you like to do, what kinds of books do you think you'd want to read?
 - Tell me what series, authors, or genres you think you most enjoy.
 - Where in our classroom library do you think you could go to find books like that?

(The Reading Strategies Book p. 63)

- **Another way to do this is to use** a strategy like Choose like Books for a Best Fit from The Reading Strategies Book by Jennifer Serravallo. Share with students that sometimes when we are abandoning books it is because we aren't picking the kinds of books we like

to read. Remind students that readers can turn to resources to help them find the next book they'll read. We can help our classmates by being resources to each other. First we are going to think about the books we most remember loving.

Which books are those? Type one title that the teacher or student brainstormed into Amazon, Goodreads or BiblioNasium, see what recommendations pop up.

Ask students to think about why these books were suggested as being similar to the one typed in.

Encourage students to use their own reading experiences to make recommendations as well. Ex. I liked reading *Wonder*, I also liked reading *Because of Mr. Terupt*, because it had a similar structure. I know

that Encourage students to create a Liked...? Try... creating a poster to share out books they have liked and other books that are similar.



(The Reading Strategies Book p. 62)

- **Another way to do this** is to use a strategy like Rereading to get back in your book from *The Reading Strategies Book* by Jennifer Serravallo. Sometimes we start to quit on a book because it begins to get too hard, too challenging or too confusing. One way to help yourself get back on track is to stop and notice where your attention started to drift. Go back to the last thing you remember **not just reading**, but really understanding. Did you notice yourself getting distracted there? What are some things that we can do? Rereading is one way of going back and making sure that the words we are reading have meaning. (The Reading Strategies Book p. 50)

Book Talking: the “How” and the “Why”

Teaching Point: Readers share book recommendations with other readers about books they love, and they listen to the recommendations of others for ideas of what to read in the future.

Suggested Length of Time: varies depending on the need

Possible Ways to Do This:

- **One way to do this is to** set aside time for book talks. If you started the year with book talks, but they have fizzled for lack of time, this is the moment to reignite the practice. Or, if you haven't done book talks with your students, start now. Share with students that the purpose of a book talk isn't to summarize the book. A book talk is also not something you as the teacher would use to assess a student's reading completion or comprehension. A book talk is to persuade other readers to read a book you feel passionate about! Model a book talk from the classroom library. Model your enthusiasm for the experience of reading the book as well as a brief explanation of the setting, character, and the main problem, but don't give away the climax or end of the story. Compare and contrast your

book to other books students may have read. For instance, if you are talking about the book *Upside-Down Magic* by Sarah Mlynowski, you might say that like Harry Potter, the main character has magical powers and goes to a special school to learn how to use them. Unlike Harry Potter, this book is shorter, more comical, and about a character whose magical abilities have troubles. End by saying something like, “if you like books that are . . . then you’ll love this book.” For instance, with *Upside-Down Magic*, you might say, “if you like books that tell school stories, have a character who is less than perfect, and are funny too, then you’ll love this book.”

- **Another way to do this is to** introduce book commercials. Book commercials are like book talks, but the focus is on something short, and the idea is to have a commercial pop up here and there, rather than a lot of book talks all at once. When teaching the book commercial, focus on what the student should say and shouldn’t say. Teach the term, “spoiler.” A commercial should be focused on creating enthusiastic persuasion for others to read a book without giving too much away. Model using the teasers and language from the backs of books. After a student has presented a commercial, allow them to ask for the opinions of any other students who have read the book. Students can raise their hands, and the presenter can call on them. This will give students a chance to agree or disagree respectfully with the presenter and will lend an informal, conversational tone to the book commercial time. Students listening to the commercial should record titles that sound interesting to them on a “Books to Read” page in their reader’s notebook.

- **Another way to do this is to** teach students to write book reviews. You can share with students that adult readers who love to read often get ideas of *what* to read by reading book reviews in magazines like *Booklist*, *The New York Times Magazine*, *The New York Review of Books*, and on websites like Amazon and Goodreads. Your students can share their book reviews on a class blog, through Google Classroom, or they can type and print them, cut them out and share them on a review bulletin board or other area of the classroom. Another idea would be to showcase book club books in holders or along your whiteboard ledge and have students who read those books write reviews and hang them around the book. Students shopping for their next book can read the reviews and pick up a copy of the book if they are interested. When writing the reviews, have students use the backs of books as mentor texts for their writing. Create a class anchor chart with things the students noticed from these mentor texts. A class anchor chart created by Donalyn Miller’s students and shared in *The Book Whisperer* has these criteria (p. 138):
 - Quotes from the book
 - Quotes from famous writers and reviews
 - Cliffhanger questions
 - Personal reactions and opinions
 - Awards the book and author have won
 - Recommended reading age
 - Other books by the same author
 - Comparisons with other books

- **Another way to do this is to** hold reading clubs. These reading clubs will differ from

book clubs, because their goal is not to read a certain book together but rather to discuss the reading each student has been doing lately. Group students who have similar reading levels and interests and allow them to share the books they have read with each other. Have these students give book commercials or share reviews with each other as well as informally discuss books they have finished reading this year. Have students list ideas for future reading on a “Books to Read” page in their reader’s notebooks during the club meeting. Also consider holding reading clubs on several days, each day with a different configuration of students in each club so that each student has the opportunity to talk with multiple readers.

Responding to Reading

Teaching Point: Readers use writing to help them remember important events from a text and their own reactions while reading.

Suggested Length of Time: varies depending on the need

Possible Ways to Do This:

- **One way to do this is to** show students how stopping to jot can help readers monitor their comprehension, as well as remember the main details. Instruct students to place a sticky note on every 5th page of a text. (You may need to adjust the number of pages in between sticky notes based on a child’s reading ability and text complexity.) When students get to a page with a sticky, they should stop reading and write a sentence retelling who and what the prior 4 pages were about. Explain to students if they can’t recall who or what those prior pages were about this signals the reader to reread for understanding.
- **Another way to do this is to** remind children that jotting notes while reading has a number of benefits. For one, it makes our thinking visible and supports us when we have conversations about our reading. Using sticky notes allows us to refer immediately back to the text that sparked our thinking. However, as readers we must reflect on our notes and determine which notes are truly worth keeping. Model for students how to reread sticky notes, asking the following questions to determine what notes are worth keeping:
 - Does it help me understand my book?
 - Does it connect with my goal?
 - Will it help me talk to my teacher about my reading?
 - Will I use it to springboard conversation?
 - Will I use this note to write a longer entry about my reading?

Once you’ve selected the ideas you want to keep, show students how to organize them into your reading notebook with a title on the top of the page, and the sticky notes that go with that book on the rest of the page.

- **Another way to do this is to** explain to students that one of the best ways to understand what you read is to practice summarizing it. When you are forced to say just what is most important about a selection of text, you have to sort through all the details and just pick the most essential ones. This can be accomplished by sharing the five most important events, in the order they happened. Model how you do this by telling the 5

most important events across your five fingers for one of your recent read alouds. Then show students how they can take those sentences and write them down on a page of their Reader's Notebook. (This might also be a good opportunity to teach students how the addition of transition words at the beginning of each sentence connects the ideas and creates a smoother sounding summary.) Through your discussion, guide them to notice you didn't include every single detail, just the big events that move the story along.

Possible prompts to use for this lesson include:

- What happened first?
- Was that the most important event that happened next?
- You're at the middle finger, which should be about the middle of the book.
- One finger left-what's the conclusion of the story that connects back to the initial problem or what the character wanted?

Teaching Point: Readers can expand on their own thinking, as well as the thinking of others.

Suggested Length of Time: varies depending on the need

Possible Ways to Do This:

- **One way to do this is to** model for students how to select a sticky note that you think has a strong starting idea written on it. (It would be powerful to use a sticky note you created in reaction to a class read aloud.) Place the selected sticky note on the corner of a blank page in your Reader's Notebook. Now, model for students how a reader can use conversational prompts to expand on their "in-the-moment" thoughts so they grow into something bigger and deeper. It is important to show students that your expanded writing will begin by restating the idea on the sticky note and then elaborating on that idea with details from the text, more personal insight, and maybe some lingering questions. Encourage students to keep their pencil moving. Don't worry about perfection; just write to get your ideas down. Possible prompts to use:

- At first I thought _____ but now I'm thinking _____.
- The text said _____. That made me think _____.
- I agree/disagree with _____ because...

- **Another way to do this is to** ask students to take an idea they have about a character, theme, or something else in their book and have them write about that idea. Then, have students partner up to discuss their thinking. After their discussion, ask students to go back to their notebook and write about their thinking now. In particular, how their ideas changed or shifted, or how they've gotten a new perspective because of the conversation.

Possible prompts to help guide student thinking:

- How has your thinking changed?
- What did you think before, and what are you thinking now?
- You can say, "Before I thought... but after talking I'm thinking..."
- Think about ideas your partner or club members shared. What's new from what you had written down before?

- **Another way to do this is to** set up "Themed Notebooks" for students to record their responses to favorite books. Themed Notebooks can be created using composition notebooks, spiral notebooks, etc. Assign a popular literary theme to each notebook.

Possible themes include:

- Friendship

- Courage
- Love
- Hope
- Acceptance
- Life Lessons (like Crime Doesn't Pay)

The idea behind using these notebooks is to create an authentic place for written responses to reading, foster a sense of community writing, and provide students with another place to access book recommendations. Themed Notebooks are meant to be kept from year to year and used by all students and adults in the classroom. When a student finishes a book, they may select the appropriate Themed Notebook, open to the next blank page in the notebook, write the title of their book, their response to the book, and date the entry.

Tracking Reading Growth

Teaching Point: Readers have goals and track their progress toward those goals, just like athletes do.

Suggested Length of Time: varies depending on the need

Possible Ways to Do This:

- **One way to do this is to** share the idea of creating and tracking goals. You might refer back to the beginning of the year when you tracked minutes of quiet reading as your class worked to grow their independent reading stamina. Some students may need to return to tracking their minutes of engaged reading if this is something they are struggling with. (Click [here](#) for a graph you can use.) You might give the example of an athlete in a gym. If the athlete wanted to increase his arm strength, he might make a goal of being able to lift a certain amount of weight. Obviously, just going to the gym and hanging out would not help that athlete meet his goal. The athlete would have to use his time at the gym well and gradually increase both the minutes he lifted weights as well as the heaviness of those weights. Likewise, a reader has to use his or her independent reading time well and gradually increase both the minutes he or she reads and thinks about the book as well as the number or complexity of the books he or she is reading.
- **Another way to do this is to** create a party ladder. For students who are struggling to maintain focus or meet reading goals, a party ladder, as described in Jennifer Serravallo's *The Reading Strategies Book* (p. 57), could be helpful. Break down a goal, like engaged reading for a longer period of time, into a small series of steps that ends with an agreed upon celebration. Draw a sideways representation of stairs on a piece of paper, and on each step, break the goal down. For example, the first step might say, "Read 5 pages." The second step might say, "Jot a thought." The third step might say, "Read 5 pages." Then at the top, the celebration might say, "Party! Read a poem."
- **Another way to do this is to** revisit book logs. If you set up book logs at the beginning of the year or gave students the 40-book challenge, take time to update and reflect on the

progress shown in those book logs. Talk to students about the reason for logging their books. What are they learning about themselves as readers by looking at their logs? Are they doing a good job of reading across genres? Can they help identify a reading preference? Model analyzing a book log of a student who is a strong reader and does not mind sharing their log or model analyzing your own book log. Discuss the ways you can reflect on the log and then model creating a reading goal, such as reading a certain number of books in a new genre. Students could also create a goal to read more books in the next quarter or semester than they have so far. You could use the analogy of the athlete by discussing that a basketball player who wanted to get better would have to build both strength and endurance. One without the other would not help her achieve her goal. Likewise, in focusing on strength, she would need to build strength in both her arms and legs to truly improve. Readers need to focus on reading more and reading a variety of books to truly improve as readers. Jennifer Serravallo's *The Reading Strategies Book* has these ideas for analyzing a book log:

- **Reading log rate reflection.** Is the student reading too fast or slow? This may lead to a discussion of whether or not they are choosing *just right* books as well as a discussion of whether or not they are taking the time to make meaning as they read.
 - **When do students read?** Are students reading only at school? Could they find other times to read? Are they reading at home? Are there times in the school day where they could steal time to read (bathroom breaks, when they finish work, when they first arrive at school, etc.)?
 - **Set page goals.** Without sacrificing meaning, can a student prompt themselves to gradually read more pages? Do they tend to read a consistent number of pages during reading or does it vary widely? Are the number of pages read consistent within a book?
 - **Read with a focus to focus.** How many pages can the student read before losing focus? Can they increase this? Do they need to plan to take small mental breaks to increase the time they can read without losing focus?
- **Another way to do this is to** Reflect on the past unit. What kind of reader were you? What books did you read? What have you learned that will help you in the future? What did you learn about yourself as a reader? It is through reflection that we can learn more about ourselves and find areas we want to improve. As Jennifer Serravallo says in *The Reading Strategies Book* on page 67, “Reflect on your reading history to set a better reading future.” This helps lead us to setting goals. Model your own reflection of your reading over the past quarter. Model setting a goal and discuss with students the satisfaction you feel in reaching a goal. Let students share times they have met goals and how they felt. If they have not yet had this experience, help students get excited about this future event! For an example of a student-friendly reading reflection, click [here](#).

Variety and Text Choice

Teaching Point: Readers vary the texts they read, just like we vary the foods that we eat.

Suggested Length of Time: varies depending on the need

Possible Ways to Do This:

- **One way to do this is to** model for students how you pack a lunch box. You may wish to point out to them that although you know apples are good for you, you do not simply have a lunch box full of apples. If you did this, you would be missing other key food groups such as protein and vegetables. Then, relate this to the selection of books for a book box. While you know that Magic Tree House books are just right for you, you select various types of texts to read, considering what would give you a “balanced reading diet”.
- **Another way to do this is to** show your students the assortment of reading that you are currently doing. You may show them a catalog, an expository text, a magazine, and a novel. Talk with students about how some of it is *easy*, like the catalog; *just right*, like the magazine and novel; and *challenging*, like the expository text.

Teaching Point: Readers keep track of the genres they read in order to grow themselves as a reader.

Suggested Length of Time: varies depending on the need

Possible Ways to Do This:

- **One way to do this is to** bring to light whatever book-tracking tool you use in your classroom (40 Book Challenge, Reading Log, etc.). You may model for students how you look over the books that you’ve completed so far this year, considering the various genres as well as reading difficulty. You may even tally up for each of these. An authentic addition would be to discuss with readers how you select new books when you go to the bookstore. When you have read 3-4 books about cooking, you’re likely to visit another section of the bookstore for variety.

Teaching Point: Readers rely on other readers and tools to help themselves select their next book to read.

Suggested Length of Time: varies depending on the need

Possible Ways to Do This:

- **One way to do this is to** emphasize the work of book talking in your classroom. If you have not yet introduced these, you may wish to see that portion of this unit (“Book Talking”: The Why and the How). Emphasize to students how many of the books that you select as your next book come from book recommendations from another adult who reads like you do. If a student is struggling to have variety in the difficulty of their books, you may encourage them to talk with a reading partner who is of like ability or slightly higher to select a next book.
- **Another way to do this is to** utilize online tools that give students ideas for what to read next.
 - www.whatshouldireadnext.com allows users to enter in the name of a book they’ve recently read or an author that they enjoy and get other book recommendations based on this.
 - www.literature-map.com allows users to enter the name of an author they enjoy

and it will provide them with other authors who have similar texts

Modeling a Passion for Reading

Teaching Point: Teachers who model their passion for reading inspire a desire to read in their students.

Suggested Length of Time: varies depending on the need

Possible Ways to Do This:

- **One way to do this is to** model reading as an “emotional and intellectual journey.” This can be accomplished by portraying reading as a gift not a goal. (The Book Whisperer-Donalyn Miller)
 - *My Ideal Bookshelf:* A great way to model what your reading life looks like is to show them your ideal bookshelf. In this activity you will model for them the 10 books you can’t live without. The key to this is explaining what emotions each book brought out in you, what made the story so powerful, how it changed/ grew you as a reader, and maybe how it helped you view life in a different way.
 - By giving students time to also do this work will help other students see their peers as passionate readers and will give them great ideas for new books to read.
 - View the link below for the paper form of your “Ideal Bookshelf.”
 - *See Schoology for a paper version template*
- **Another Way to do this is to take** the Self-Reflection Activity from the “Walking the Walk” chapter in Donalyn Miller’s *The Book Whisperer* (p 111). This reflection activity allows you to think back to your own childhood reading experiences, asks you to think about how you share past and current reading experiences with kids, to think about your role models for reading, and how you view yourself as a reader now. It is crucial to share your reading experiences with your students every day. You set the tone, and create the climate for your classroom. They look to you as an example.
 - It would be helpful to give students a reading survey to get a pulse on who they are as readers, and what types of topics and genres they are interested in.
 - At the beginning of the year it is powerful to give them a book stack from your library or the school library based on the information you received from your conference with them. By explaining why you chose each book specifically for them is *powerful*. It also makes your students feel really special. This would also be something that you will want to do for your students at different times throughout the year.
- **Another way to do this is to** have a sign on your board or by your door that shows students what you just finished reading, what you are currently reading, and what book you want to read next. By updating this throughout the year shows students that you are a reader, and it models that good readers read all the time.
- **Another way to do this is to** have a box or create a space for students to recommend books to you. Then have conversations when you do read books that they have

recommended. It is important to continue to read children's books in order to have a wealth of choices to recommend to them, and to have shared reading experiences with them. A list of good reasons for why adults should still read children's books is on pg. 114 in *The Book Whisperer*.

- **Another way to do this is to** investigate recommendations from industry sources. This will allow you to stay up to date on current books for students to read by finding what is new and relevant, but also the tried and true classics.

Here are some helpful books and websites to do this work:

- Books That Don't Bore 'Em: Young Adult Books that Speak to This Generation (Blasingame, 2007).
- Goodreads: www.goodreads.com
- www.teenreads.com
- March Book Madness
 - <http://marchbookmadness.weebly.com/>
 - <http://thebrownbagteacher.blogspot.com/2014/03/book-madness-march-book-display.html>
- #titledtalk: <https://twitter.com/hashtag/titledtalk>

Unit 5: Learning Through Reading: Countries Around the World

Subject: Reading

Grade: 3rd

Name of Unit: Learning Through Reading: Countries around the World

Length of Unit: approximately 5 weeks, mid-January - February

Overview of Unit: In this unit, students see that they can read to learn and undertake inquiry through reading. This unit helps students read with purposeful intention, deciding what information is most important to hold onto, comparing and contrasting information from different texts and finally, how to organize and synthesize their learning to teach others.

In Topic 1 (Bend I), students will embark on purposeful inquiry; reading to learn about life in another country. As they are reading, students will be seeking to answer questions such as: What shapes the way people live in this country? What makes this place stand-out from the United States? In what ways is life in this country similar to my own? For scaffolding purposes, everyone in the class will be conducting their research on the same country. You may wish to create small research teams for this work.

In Topic 2 (Bend II), you will charge students to raise the level of their work to new heights as you let them know they will be studying another country of their choice. Students will take on the responsibility of how they will go about the work to study a different country by relying on the learning in Topic 1 and past resources.

Getting Ready for the Unit:

- Read through Lucy Calkin’s Learning Through Reading: Countries Around the World (2013-2014)
- **Determine the approach you wish to take for the outcome of the unit:** Many of the engaging experiences in this unit are written with the understanding that children will be researching from the “persona” of community members within a country. If you feel this is too challenging of a concept, you may wish to reframe this work to be from the lens of someone who researches the country as a potential visitor. There are two options for the Engaging Scenario of this unit: a World’s Fair (option 1) or a travel blog’s “Top 10 Reasons to Visit...” (option 2).
- **Ensure students have at least a basic orientation to the country to be studied:** The first topic in this unit assumes that students have some general knowledge about the country chosen to be studied by the class. One way you may do this is by partnering with the library media specialist in your building to support this background. Another way you may do this is by integrating this study into Social Studies through the *region* reporting topic, the *culture meeting the needs of people* reporting topic and the *maps* reporting topic. During this time, you may want students to become familiar with video clips and maps, lists of statistics, images, and so on.
- **Gather Resources on Your Chosen Country (for Topic 1):** The engaging experiences you will see below will use China as this chosen country. However, if you do not have the resources to support this work, you may choose a different country. Students will be researching this country and you’ll want to have a lot of stuff for them to look through.
- **Form Research Teams Prior to the Unit Starting:** One way to do this is by putting students together whose “community member” personas have aspects in common. Another way to do this is by deciding you only want to have a few persona cards and that you will create teams of students who are all becoming that one person.
- **Familiarize your students with a note taking system:** You may wish to have your

students take notes on only one side of the paper so they can cut apart and categorize what they have learned. You may want to staple loose-leaf paper together to make little research booklets for students.

- **Gather Resources on Other Countries (for Topic 2):** In topic 2, students engage in more self-directed research. Ideally, students would be able to study countries to which they have personal connections. One way you could do this is by familiarizing yourself with countries in which your students have particular interest. Another way you could do this is by working with your school library or your public library to gather texts.
- **Form Research Teams Prior to the Unit Starting:** In a large part this is an individualistic project, since each student becomes one community member. Yet, we also want to find ways for students to work in teams since collaborating can help them feel supported, more invested, and more challenged. There are a few ways you can create this collaborative feeling and create teams. One way you could do this is to put students together whose “community member” personas have aspects in common. Another way you could do this is to decide you want to only have a few persona cards and that you want to create teams of students who are all becoming that one person.

Pre-assessment (given prior to starting the unit):

Because you have recently finished the Non-Fiction Reading Unit (Unit 2), your formative pre-assessment is already completed. You should reference your notes from the *Engaging Scenario* given at the conclusion of Unit 2 prior to the start of this unit as a way to plan your instruction.

Read Aloud Considerations:

To model the kind of work your students are doing, you may not read the text cover to cover. You may wish to rather model how you purposefully choose sections to gain a more in-depth understanding of your community members.

- *The Land, The People, The Culture* by Bobbie Kalman
- *The Great Wall of China* by Fisher
- *You Wouldn't Want to Build the Great Wall of China* by Morely
- *True Books: Greece*

Your read aloud will be of key importance during this unit. You won't have time during each reading workshop to demonstrate note-taking but during your read aloud you can read sections of the class text set and model taking notes.

Essential Questions:

1. How can I use all that I know about nonfiction reading, and writing to learn, in order to research a given topic?

Enduring Understanding/Big Ideas:

1. I can read information to determine what is most important.
2. I can organize information to generate a big idea.

3. I can use keywords to locate specific information.

Priority Standards for unit:

- 3.W.3.A.d: Apply research process to locate information in reference texts, electronic resources, interviews, or visual sources and literary and informational texts
- 3.W.3.A.e: Apply research process to determine the accuracy and relevance of the informations related to a selected questions
- 3.W.3.A.f: Apply research process to take simple notes in own words and sort evidence into provided categories or organizer
- 3.R.3.A.e: Read, infer, and draw conclusions to compare and contrast the most important points and key details presented in texts on the same topic

Supporting Standards for unit:

- 3.R.1.C.b: Explain relevant connections between text to world (text ideas to experiences in the world)
- 3.R.I.A.d: Develop and demonstrate reading skills in response to text by monitoring comprehension and making corrections and adjustments when understanding breaks down.
- 3.R.3.A.b Read, infer, and draw conclusions to identify the details or facts that support the main idea.
- 3.R.3.A.c: Read, infer, and draw conclusions to use information gained from illustrations and words to demonstrate understanding of the text.
- 3.R.1.B.a-i: Develop an understanding of vocabulary.
- 3.R.4.A.: Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
3.W.3.A.d	locate information in reference texts, electronic resources, interviews, or visual sources and literary and informational texts	Apply	Apply	1
3.W.3.A.e	determine the accuracy and relevance of the informations related to a selected questions	Apply	Apply	1
3.W.3.A.f	take simple notes in own words and sort evidence into provided categories or organizer	Apply	Apply	1
3.R.3.A.e	Compare and contrast the most important points and key details presented in texts on the same	Read, Infer, and Draw Conclusions	understand	3

	topic			
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Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
determine recount explain build on refer ask answer locate	main idea supporting details text structure: cause/effect, chronological, problem/solution, compare/contrast, problem/answer synthesize text features: headings, subheadings, photos, captions, and charts prefixes suffixes root words glossary nonfiction/expository/informational persona population background lifestyle regions rural urban modern agriculture

Topic 1: Learning About China Through Reading

Engaging Experience 1

Teaching Point: Introduction to the Unit- When we read informational text for research, readers have a specific focus on what their desired outcome is. In this case, students are learning what life is like for individuals in different countries. We begin this process, by activating schema and posing questions.

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: N/A

Detailed Description/Instructions: Today, you’ll want to launch students into inquiry with a sense of purpose, driven by an urgent need to read information and make something of that information. Your aim on this first day is to help students to see that the purpose of this unit is to deeply read to understand life in another country.

- **One way you might do this is** to say “One of the goals in third grade is to learn about communities around the world. That means that third graders should come away understanding what life is like in different parts of the world and what shapes that way of life.” You may then want to guide students through a conversation about how one

understands what life is like in a different place.

- **You will also want to** model for students how a reader activates his/her schema about a topic prior to beginning any reading. Followed by generating questions you have about China. All of this can be recorded on an anchor chart. At this point you may wish to give each child a description of a community member from China that they will pretty much become for the next two weeks. These persona cards will more than likely inspire more questions about the topic. Point out that they will be reading all they can about China and thinking about how that relates to their community members and the way he/she lives.

Bloom's Levels: N/A

Webb's DOK: N/A

Engaging Experience 2

Teaching Point: Readers of nonfiction create a text set leveled from easiest to hardest in order to help build their schema for a topic.

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: N/A

Detailed Description/Instructions:

- **One way you could do this is** to collect several books on the same topic, categorizing them from easiest to hardest based on knowledge of readability, then read the easiest books first, collecting words and definitions in your notebook that are important to the topic. Read the next most challenging book, using the prior book and your notebook as help. Collect new words and meanings as you read. Continue until you can read the most challenging book you chose.

Bloom's Levels: N/A

Webb's DOK: N/A

Engaging Experience 3

Teaching Point: To begin researching, readers survey materials and tables of contents in a text to decide which parts of the book might be most helpful to them.

Suggested Length of Time: 1-2 mini lessons

Standards Addressed

Priority: N/A

Detailed Description/Instructions:

- **One way you can do this is** by demonstrating how you yourself are going to get started on this big task. You may want to model reading the description of your own community member which you might create to be something like "*You are a teacher at a school in Beijing. You live in the city with your husband and eight year old son.*" At this point you may wish to underline the key words within your persona, explaining to students the importance of using keywords when researching. You might then survey the materials in the class demonstration text set, asking students to think along with you as you skim and scan and put the table of contents of the text under the document camera to decide which parts of the book might be most helpful to you in getting a good sense of what your

community member's way of life is like. You may point out that you would want to find parts related to being in a city, because Beijing is a city, parts related to school, because you are a teacher, and parts related to families, because you have a son.

- **Another way you can do this is** to give out the students' persona cards and let them begin to look through the text bins making decisions about how to get themselves started. After you listen in and coach teams, you might call students back and highlight some of what you heard. You might emphasize that readers are making plans for what to read to learn the most they can about their topics.
- **A third way you can do this is** by letting students know that sometimes it's helpful to start with something a bit easier to read. You may point out that reading "True Books: China" by Mel Friedman is a good starting point to get a quick overview about China that can help build understanding of some of the information that I read from the harder books and learn some of the important vocabulary. You may point out to students that reading this first would prepare them for harder texts such as those by Bobbie Kalman. This strategy may be particularly helpful for your lower-level readers.

Bloom's Levels: N/A

Webb's DOK: N/A

Engaging Experience 4

****Important Note: The third grade standard (3.W.3.A.f) has students sort evidence into provided categories. This unit is written to lift the level of student work in which students have to create their own categories. If you are noticing that your students need categories provided to them, you will want to scaffold the unit appropriately****

Teaching Point: Research readers take notes while reading with a purpose. The most helpful notes are summaries of what was read and lists of major points.

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: 3.W.3.A.d-f

Detailed Description/Instructions:

Today, you will want to teach students how to take notes while reading.

- **One way to do this is** to teach students to choose only what seems most important to jot down in their own words and to do it quickly, without full sentences. You might model this by showing students how you read a chunk of text then look up from the book and try to summarize what you read by listing the major points and coming up with an idea those points support. You might then show students how you quickly jot down what you wrote and then decide on a heading for the points you have listed. This will look similar to the boxes and bullets strategy you used for finding the main idea in Unit 2: Nonfiction Reading (Engaging Experience 7). So, if you read the first few paragraphs of the section "School Days" in Bobbie Kalman's *China: The People*, you might model listing these major points:

Education Very Important

- *All kids go to school (different than the past--only boys)*

- *School-6 days a week (sometimes Fri field trips and Sat park)*
- *Some vacation weeks in winter/summer*
- *Just like US--primary school then middle school (three years then could go to tech school)*
- *Only kids at top of class can go to university*

You can then model reading another chunk and deciding whether the major points for this section go along with the other points you have listed or if you need a new section.

Bloom's Levels: Apply, Remember, Understand

Webb's DOK: 1, 2, 3

Engaging Experience 5

Teaching Point: Readers can categorize notes based on their subtopic.

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: 3.W.3.A.f

Detailed Description/Instructions:

You may see students taking down notes from one book on one page then moving to another book and starting a new page for those notes. If this is the case, you'll want to intervene and help them see that they can incorporate new learning into old notes.

- **One way you can do this is** by demonstrating how you can read a section on schools in China and add new notes to the ones you have already taken.
- **Another way you can do this is** by having students cut their notes up so they can practice grouping notes that seem similar together and then tape these into their notebook. Or, you might provide index cards and let students take notes on these then sort and categorize them.

Bloom's Levels: Apply

Webb's DOK: 1

Engaging Experience 6

Teaching Point: Researchers can list information as well as grow ideas while reading.

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: 3.W.3.A.e

Detailed Description/Instructions:

- **One way** to help students see that they can list information as well as grow ideas is to remind them of the prompts that they have used to grow their thinking in other units. You may want to refer to the anchor chart created in Unit 2, used to help students elaborate on their thinking:

- ★ I can picture how this goes. It probably...
- ★ This makes me think...
- ★ This makes me realize...
- ★ I used to think, but now I'm understanding...
- ★ Maybe it's because...
- ★ My ideas about this are complicated. On one hand... But then again, I also think...

Help them to see that they can do that same work here. You might model going back to your notes on “Education Very Important” and now use these prompts to grow ideas off these notes and show students how you might create a new page for thinking.

Bloom’s Levels: Remember, Understanding

Webb’s DOK: 1, 3

Engaging Experience 7

Teaching Point: Research readers have a “yes, then…” attitude when all that they are reading seems like it has nothing to do with what they are researching.

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: N/A

Detailed Description/Instructions:

You may notice that some students are taking very few notes and may let you know that they are not really finding anything that seems important. If this is the case, **one way** to teach a lesson about how students can have a “yes, then…” attitude. Even a small detail which seems like it might at first have nothing to do with what you are researching might be very significant and help you grow larger ideas if you embrace it. One way to do this is to show how you take a small detail like “Many rural Chinese villagers have packed up and left for the cities for better paying jobs and more security” (p. 20 of *China: The People*). You might model how at first this seems like it has nothing to do with your person but then if you push yourself to make some connections, you might see how you wrote about how Beijing and other cities are overcrowded. Then you can point out that maybe this new detail helps you understand why they might be so overcrowded. As students continue to work, you can continue to coach them to make these kinds of key connections.

- Does that remind you of anything you have already learned?
- What might be a result of ____?
- What might that lead to?
- What do you think caused ____?

Bloom’s Levels: N/A

Webb’s DOK: N/A

Engaging Experience 8

Teaching Point: Readers synthesize their learning by teaching the other members of their group what they are learning.

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: 3.W.3.A.d-f; 3.R.3.A.e

Detailed Description/Instructions:

As students are reading through texts and taking notes, you will want to give them opportunities to synthesize their learning by teaching the other members of their group what they are learning. This can support abilities to summarize and help them determine importance.

- **One way you can do this is** to give students a few minutes to plan their teaching session

and decide on the most important information to share with group members. You will want to encourage students to move away from just reading parts of the text to each other.

- **Another way you can** extend this is by encouraging them to make connections between their learning by offering them some conversation prompts:
 - That fits with what I'm learning because...
 - That's different from what I read because...
 - What you just said is making me realize that...
 - Now I'm starting to have a new idea...
 - This is helping me to understand why...
 - This connects to what we have learned in social studies because...
 - Now, I'm wondering...
- **Another way you can do this** is by having students practice teaching each other about "their lives in China". That is, instead of talking to each other about what they are learning, they can practice talking about how they live and what shapes this life in China by pulling together all of what they have learned so far.

Bloom's Levels: remember, understand

Webb's DOK: 1, 3

Engaging Experience 9

Teaching Point: Research readers lift terms from the text and raise their writing and speaking to new heights by trying to use more of the words that the author has used.

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: N/A

Detailed Description/Instructions:

Teach students that one way to know a term is important is if the author repeats it. Point out that they can actually lift terms from the text and raise their writing and speaking to new heights by trying to use more of the words that the author has used.

- **One way to do this is** to look at a mentor text about China. If the author has mentioned at least three times that the cities of China are *overcrowded*, students should try to use the word "overcrowded" in their own speaking and writing and then explain what that means and how it might affect their person. Some terms you may want them to begin to lift are: *population, background, lifestyle, regions, rural, urban, modern, agriculture, conquer, fierce, order, Emperor, dynasties, and so on.*

You may want to have them make mini word walls or glossaries and keep these in the middle of their tables when they teach each other.

Bloom's Levels: N/A

Webb's DOK: N/A

Engaging Experience 10

Teaching Point: When research readers begin to put pieces of information together, some sources say different things. Authors bring up different facts to bring to light what they think is

important.

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: 3.R.3.A.e; 3.W.3.A.e

Detailed Description/Instructions:

As this bend moves on, you'll want to next show students that sometimes when you start to put pieces of information together, some of those sources say different things.

- **One way to demonstrate this is** to show students the first page of *The Great Wall of China* by Fisher, a book on the history of the Great Wall, or another book you have been reading during a read aloud. Remind them of some of the important points the author has made at the start of the book. Then, you might put up a contrasting book like the first page of *You Wouldn't Want to Work on the Great Wall of China* and ask students to notice the differences in the information it provides about the emperor. Students might notice, for example, that the first page of this text tells readers that the Emperor punished anyone who disobeyed him, sometimes by beheading.
- You can also provide some prompts for students to help them do more of this compare and contrast work.
 - This text says ... but this other text says...
 - This text says...and this text adds on...

You can see a model close reading plan with these texts in the Appendix.

Bloom's Levels: understand

Webb's DOK: 4

Engaging Experience 11

Teaching Point: Research readers synthesize their research information by being prepared to answer questions about the topic they've studied.

Suggested Length of Time: 1- 2 mini lessons

Standards Addressed

Priority: 3.R.3.A.e; 3.W.3.A.d-f

Detailed Description/Instructions:

As this part of the unit heads to a close, you might give students a day or so to consolidate their notes and start to consider how they will present what they've learned. If you chose to have students present as a visitor to a country, they may create digital slides using a website like Haiku Deck or Google Slides to present the information. If you chose to have them embody a Chinese persona, you might give them time to consider how they will come to school in character. You'll remind them that there are certain kinds of questions people can ask to try to understand another's way of life and they'll want to be prepared to answer those kinds of questions. Here are a few:

- What type of place do you live in?
- How do you make a living? or How do you spend your time?
- How does the environment affect you?
- What traditions do you follow?

- What are the challenges you face?

Bloom's Levels: remember, understand, apply

Webb's DOK: 1, 2, 3

Engaging Experience 12

Teaching Point: Students present the information they have learned through their research in Topic 1

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: N/A

Detailed Description/Instructions:

Today's goal is to allow students to synthesize all that they have learned about the topic they've been researching by embodying the persona they were assigned.

- **One way to do this is** to provide time for them to mill around and get to "know each other" and then you might have them sit in a circle to have a grand conversation "in character" about the ways of life in China, challenges that people face, factors that have shaped their lives, etc.
- **Another way to do this is, which could be done in the reflection portion of this lesson** is to have students go off with large pieces of chart paper to jot their final big theories about what shapes life in a country and decide if they have any further questions which they want to carry over the content areas.

Here are some possible theories students might have:

- People want to live where they think they'll have the best life.
- The environment controls where you settle--some people want to live near water and land that is fertile, some people want to live in cities.
- Sometimes there are traditional and modern ways of life at the same time.
- There are people who have more access to wealth and conveniences than others.
- Sometimes the government might tell people how to live--like what jobs they do, who can go to school, how much money they can make, even how many kids they can have.
- When you depend on the environment for a living, unpredictable problems can occur.
- When you depend on the economy for a living, unpredictable problems can occur.

Bloom's Levels: N/A

Webb's DOK: N/A

Topic 2: Researching a Different Country

Engaging Experience 13

Teaching Point: Invite students to become their own job captains as they begin studying a new country

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: 3.W.3.A.d-f; 3.R.3.A.e

Detailed Description/Instructions:

Now that students have spent about two weeks researching one country in-depth, you can announce to them that they are ready to take their work to even higher heights.

- **One way you can do this is** by telling them that this time they will be the job captain of their own learning and remind them to use all they've learned about reading and research to read to learn about this new country.
- **Another way you could do this is** to put students in teams and let each team know the country it will study (of course, you might also involve students in choosing). You could also support students who need the most scaffolding by letting them re-study China but this time have them create a radically different community member from whom they were last time.
- *During the mini-lesson* on this day, you might let them know that when you embark on a new project, researchers make a work plan (this teaching will parallel the teaching when they are becoming their own job captains in the Writing Workshop). Then you might let students think over all they know about reading and research to think about what the types on their Work Plan might be. Their work plan may look something like this:

___ Activate schema about the topic

___ Jot down questions

___ Look over the texts, decide what parts to read by looking for keywords

___ Read the easier texts first

___ Take notes on what seems most important

___ Make categories of my notes

___ Teach my team what I'm learning so far

___ Start focusing on how I will present the information

Bloom's Levels: Apply, Understand

Webb's DOK: 1, 2, 3

Engaging Experience 14

Teaching Point: Researchers think about what tools and resources were helpful to them during other projects and they decide which ones can help them work on their new project.

Suggested Length of Time: 1-2 mini lessons

Standards Addressed

Priority: 3.W.3.A.d-f; 3.R.3.A.e

Detailed Description/Instructions:

- **One way you can do this is** by asking students to talk about what resources and charts they think will be most helpful to them in this new part of the unit. You may also want to touch base with students in groups to make sure they are applying previous learning. For example, if you pulled a group of students last time to help them notice repeating vocabulary terms and use these in their notes and teaching sessions, you'll want to see them now actively working to acquire and use new vocabulary.

Bloom's Levels: Apply, Remember, Understand

Webb's DOK: 1, 2, 3

Engaging Experience 15

Teaching Point: Researchers decide on categories based on common subtopics from multiple sources.

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: 3.W.3.A.f

Detailed Description/Instructions:

During this experience, you will want to help students continue to figure out how to organize their learning.

- **One way to do this is** by demonstrating looking over the Table of Contents of a few new books on Greece and letting students do an inquiry into what similar subtopics seem to be coming up in these Table of Contents that might be subtopics to study. Students will likely start to talk about geography, history, arts, daily life, government, making money, and so on, and you can encourage them to divide up their notes to be able to take notes within major categories.

Bloom's Levels: remember, understand, apply

Webb's DOK: 1, 2, 3

Engaging Experience 16

Teaching Point: If/Then Lesson...IF students do not seem to have ideas for what sort of person they'll be by the end of the first week, THEN you'll want to provide some support by giving students some basic questions.

Suggested Length of Time: 0-1 mini-lesson

Standards Addressed

Priority: N/A

Detailed Description/Instructions:

Questions to help students develop the person they'll become:

- Where in the country do you live?
- How old are you?
- How do you spend your time?
- Who are the people in your life?

Bloom's Levels: N/A

Webb's DOK: N/A

Engaging Experience 17

Teaching Point: Researchers compare and contrast the main idea and details across texts.

Suggested Length of Time: 2-3 mini lessons

Standards Addressed

Priority: 3.R.3.A.e

Detailed Description/Instructions:

One way to do this is by reminding students what they learned about finding main ideas and

details from previous nonfiction reading. Students will be spending a large chunk of their time reading, finding main ideas/details, comparing, contrasting, and synthesizing information in the last few days of this bend.

Another way you may guide them during this time, is to notice text structure to help them organize their learning. The following are types of text structures students may notice:

- Compare/Contrast
- Cause/Effect
- Sequence (Chronological Order)
- Description
- Problem/Solution

Bloom's Levels: apply, remember, understand

Webb's DOK: 1, 2, 3

Engaging Scenario

Engaging Scenario (Option 1)

Situation: You are going to be holding a World's Fair where each student will come as your character ready to talk with passersby (teachers, parents, other classes) about your "life" and homeland.

Challenge: Your challenge is to convey all that you have learned through your research about your persona by embodying this person and showing their country through your presentation.

Specific Roles: You are a person representing the country that you have been studying.

Audience: Visitors to the World's Fair (teachers, parents, other classes)

Product: In your presentation and/or visual, be sure to clarify the ideas you've built about your character and theories you've gained about the country you've been studying. In your presentation there should be evidence of:

- Content words that you have "lifted" out of the text. (engaging experience 8)
- Your understanding of key information as it relates to the categories chosen for this research.
- Your ability to answer questions from passersby with convincing expertise.
- Information about the way of life in the country you have studied and how they impact your character.

Engaging Scenario (Option 2)

Situation: You have just returned from an amazing trip to your selected country. As a contributing writer for the new travel blog: 3rd Grade Globetrotters, you have been asked to write a blog post giving the Top 10 Reasons to Visit _(country)_

Challenge: Your challenge is to convey all you have learned by choosing the 10 most interesting aspects of life in your selected country and then elaborating on each one to convince your audience your country is worth a visit.

Specific Roles: You are a travel blogger who has just visited the country of your choice.

Audience: Other's passionate about travel. (teachers, parents, other classmates)

Product: Create a "blog post" highlighting your Top 10 Reasons. Be sure to elaborate on each reason and also include pictures.

Unit 6: Biography Book Clubs

Subject: Reading

Grade: 3

Name of Unit: Biography Book Clubs

Length of Unit: approximately 6 weeks; February- March

Overview of Unit: In this unit, students return to information reading, but information reading in a different structure: biography. In this narrative nonfiction unit, students will be reading biographies that teach about the past as well as the present, about one person and about how people can be in general. The goal of this unit is to teach students to use story grammar to determine importance, to synthesize, and to analyze across long stretches of text, ultimately growing theories within and across texts. Students will be doing all of this work in book clubs.

In Topic 1 (Bend I), children will be learning to draw on all they know about reading narratives and about character development to read biographies (and other forms of narrative nonfiction) well.

In Topic 2 (Bend II), students will be developing theories about the subject of a biography, thinking about what the person's motivations and struggles are, as well as what resources the person draws on to overcome difficulties. Readers will also be thinking about how the characters' achievements matter to the world at large.

If time allows... **In Topic 3 (Bend III),** readers will study different types of narrative nonfiction texts beyond biographies. They will be considering how they can apply what they know about reading narrative nonfiction to a broader array of texts including those in which a main character may be a plant, an animal, or a group of people.

Getting Ready for the Unit:

Gather biographies at different levels

- Before beginning this unit, you will want to gather some biographies at different levels for students. You may want to gather multiple copies of at least a few of the texts. Students can work in clubs studying different figures, but they can work more interpretively if they can all look at the same text. If resources are limited, you may simply begin the unit by making sure members are all reading the same text and then as the unit moves on let the members of a club read different texts.
- You may want to choose biographies about a variety of people, considering how you can best represent people of a wide variety of backgrounds and those that meet the interests of your students.

- For the last part of the unit, you'll want to make a collection of narrative nonfiction texts other than biographies. This could include stories of inanimate objects, texts that tell true stories of events in history, and articles about more recent events.

Choose Read Alouds

Pre-Assessment (given prior to starting the unit):

Because Biography requires both narrative and expository reading skills, you'll find it helpful for your pre-assessment (and post-assessment) to address both of these.

- **Interactive Read-Aloud:** We recommend choosing a book to read aloud around Level O or P. *The Childhood of Famous Americans* series and the *Who Was...?* the series both offer a multitude of books in this range. You can also visit the Biography Book List on the [TCRWP website](#) for more suggestions. As you read your biography, plan for places where you'll prompt children to stop and jot. You'll likely want to create prompts that assess skills such as inferring about characters and setting or interpreting the text. Here are some example questions you could use:
 - What kind of character is this?
 - What might this story be teaching you?
 - What lesson are you learning?

As children write, encourage them to be sure to include evidence from the text to support their ideas.

You could also ask students questions about the content area they are learning about from the text.

Read Aloud Considerations:

- *Ruby Bridges* by Robert Coles
- *Who Was Jackie Robinson?* by Gail Herman
- *Cactus Hotel*

Essential Questions:

1. How can I draw on all that I know about reading narratives and about character development to read biographies (and other forms of narrative nonfiction) well?
2. How can I develop theories about characters in a biography and consider how their life lessons apply to the world at large?

Enduring Understanding/Big Ideas:

1. I can draw on all I know about reading narratives and character development to read biographies.
2. I can consider how the character's achievements matter to the world at large.

Priority Standards for unit:

- 3.R.3.A.e Read, infer, and draw conclusions to describe the relationship between events, ideas, concepts, or steps.
- 3.R.2.A.c Read, infer, analyze, and draw conclusions to describe the interaction of characters, including relationships and how they change
- 3.R.1.A.c: Develop and demonstrate reading skills in response to text by summarizing a story's beginning, middle, and end determining its central message, lesson, or moral

Supporting Standards for unit:

- 3.R.1.A.b. Develop and apply effective listening skills and strategies in formal and informal settings by asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others.
- 3.R.2.A.a. Develop and apply effective listening skills and strategies in formal and informal settings by demonstrating active listening through body language and eye contact with the speaker, according to classroom expectations.
- 3.R.1.A.d Develop and demonstrate reading skills in response to text by monitoring comprehension and making corrections and adjustments when understanding breaks down.
- 3.R.3.B.a Read, infer, and draw conclusions to distinguish the difference between a biography and an autobiography.
- 3.R.2.A.b Read, infer, analyze, and draw conclusions to describe the personality traits of characters from their thoughts, words, and actions
- 3.R.3.B.b Read, infer, and draw conclusions to distinguish fact from opinion
- 3.R.4.A.: Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
3.R.3.A.e	describe the relationship between events, ideas, concepts, or steps.	Read, infer, and draw conclusions	understand	3
3.R.2.A.c	describe the interaction of characters, including relationships and how they change	Read, infer, analyze, and draw conclusions to	analyze	4
3.R.2.A.b	Describe the personality traits of characters from their thoughts, words, and actions.	Read, infer, analyze, and draw conclusions	analyze	4
3.R.1.A.c	Summarizing a story's beginning, middle, and end determining its central message, lesson, or moral	Develop and demonstrate reading skills in response to text	analyze	4

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
distinguish explain	narrative nonfiction biography

determine recount describe	theory motivation struggle life lesson theme historical context point-of-view
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Topic 1: Biography Readers Use All We Know about Reading Stories

Engaging Experience 1

Teaching Point: Narrative Nonfiction is a unique kind of text that combines both narrative and expository.

Suggested Length of Time: 1 mini lesson

Standards Addressed

Priority: N/A

Detailed Description/Instructions:

- **One way to do this is** to make a t-chart showing how narrative and expository texts differ--one provides information in boxes-and-bullets while the other flows like a story, telling a series of events in the order they happened and then pointing out that *narrative nonfiction* would go in the center of the t-chart.
 - Biographies are like most fiction stories: they center around a main character whose life story contains challenges and struggles, then the character generally combats or overcomes these, and in the process he or she grows and learns a valuable life lesson/accomplishes something. Biographies are set apart from other fiction stories, though, because these stories are *true*.

On this day, you will want your students to begin reading biographies in their book clubs, recognizing how they are both fiction and non-fiction. You may also want to have your students record big events of the story on a timeline. This will help them organize events as they refer back to them later.

Bloom's Levels: N/A

Webb's DOK: N/A

Engaging Experience 2

Teaching Point: Biographies are written to teach, just like all nonfiction texts. Readers need to pay special attention to historical and political references or descriptions of places and events.

Suggested Length of Time: 1 mini lesson

Standards Addressed

Priority: 3.R.3.A.e

Detailed Description/Instructions:

- **One way to do this is** to model with biographies of African Americans during the civil rights movement (MLK, Rosa Parks, Jackie Robinson, etc.). If you are reading and encounter a reference to the Montgomery Bus Boycott or Martin Luther King Jr.'s "I Have a Dream Speech", you may model how to stop and pay close attention to this historical reference and how you have heard of these events in other nonfiction texts.

Bloom's Levels: understand, apply

Webb's DOK: 3, 2

Engaging Experience 4

Teaching Point: Readers carry forward all of their prior knowledge on a topic and use it to make meaning out of the text they're reading.

Suggested Length of Time: 1 mini lesson

Standards Addressed

Priority: 3.R.3.A.e

Detailed Description/Instructions:

- **One way to do this is** to model through a read-aloud. You may wish to read a biography of a famous Native American such as Sacagawea and stop to think "I've read other books on Native American tribes and history," and show how to draw on prior experience with texts about similar topics to anticipate the texts' contents and references.

Bloom's Levels: understand

Webb's DOK: 3

Engaging Experience 5

Teaching Point: Readers pay special attention to the setting- historic time and place in which their character lived.

Suggested Length of Time: 1-2 mini lessons

Standards Addressed

Priority: 3.R.3.A.e

Detailed Description/Instructions:

- **One way to do this is** to model using the following questions to prompt thinking about historical events and how they affected the character's life.
 - What am I learning about this person's day to day life?
 - How is it different from life today?
 - How is this different from my own life?
 - What in this book is similar to or different from contemporary society, or my life in general?
- **Another way to do this is** to model reading a biography of Rosa Parks. At first when she wouldn't get up, a reader might think, "It was her seat! Why would she get up?" But then we realize the historical context and we take on a new understanding of her actions and how others were treating her.

Bloom's Levels: understand, apply

Webb's DOK: 3, 2

Engaging Experience 6

Teaching Point: Readers talk to others in book clubs to distinguish their own point of view from that of the narrator and the characters.

Suggested Length of Time: 1 mini lesson

Standards Addressed

Priority: N/A

Detailed Description/Instructions:

- **One way to do this is** to model, using the fishbowl strategy, how a book club might work through the following questions to meet standard RI 3.6:
 - Whose point of view is this?
 - What are the different points of views represented in this text?
 - What would be your point of view on this issue? Would it be more like _____'s (one character from story) or _____'s (another character from story)?

Bloom's Levels: N/A

Webb's DOK: N/A

Engaging Experience 7

Teaching Point: Readers pay special attention to factors and events that trigger a character's decisions.

Suggested Length of Time: 1 mini lesson

Standards Addressed

Priority: 3.R.2.A.c

Detailed Description/Instructions:

- **One way to do this is** to remind readers to ask the question "How is whatever is happening now in this story connected with what came before?" Or, "How does this event follow from a previous event or factor in this character's life?"
- **Another way to do this is** to use a *timeline* or *story arc* to discuss how many biographies are tales of achievement and the way the stories go are so predictable. Follow the character's life through facing adversity and despite obstacles growing up to be something remarkable.

Bloom's Levels: understand, apply

Webb's DOK: 3, 2

Engaging Experience 8

Teaching Point: Readers pay attention to their subject's traits and sources of motivation, learning about the people of their biography just as they have learned about characters in fiction books.

Suggested Length of Time: 1-2 mini lessons

Standards Addressed

Priority: 3.R.2.A.c; 3.R.2.A.b

Detailed Description/Instructions:

- **One way to do this is** to use some questions to help guide students thinking, such as:
 - What makes you think the character feels this way?
 - How does the character's words and actions help you understand what he/she is like?
 - How do the character's actions change?
- **Another way to do this is** to model with your read aloud how to study daily actions to determine character traits and motivations.
 - What does this tell me about this person?
 - Who is in this person's life? How does that impact this person?
 - Note that these can be both positive and negative impacts
 - What am I now learning about this person?

Bloom's Levels: understand, apply

Webb's DOK: 3, 2

Engaging Experience 9

Teaching Point: Readers use a character’s response to life events as a way to determine character traits.

Suggested Length of Time: 1-2 mini lessons

Standards Addressed

Priority: 3.R.2.A.c; 3.R.2.A.b

Detailed Description/Instructions:

- **One way to do this is** to model looking back at the timeline the readers have been creating and asking how characters' reactions to early events play a role in later events and then to ask “What does that say about the character?”.
- **Another way to do this is** to use a read aloud such as *Who Was Jackie Robinson?* You may wish to look at pg. 51 when there is an exchange of words between Branch and Jackie and Branch says, “I’m looking for a baseball player with guts enough *not* to fight back.” You might ask students to pause, thinking about what this reveals about Branch’s character and his values.

Bloom’s Levels: understand

Webb’s DOK: 3

Topic 2: Biography Readers Not Only Follow a Life Story, We Also Learn to Grasp and Grow Ideas

Engaging Experience 10

Teaching Point: Readers need to recognize the big message that a person’s life has to author.

Suggested Length of Time: 2 mini lessons

Standards Addressed

Priority: 3.R.3.A.e

Detailed Description/Instructions:

- **One way to do this is** to tell students “there is a reason that this person's life made it to the press. This isn’t a story about a guy who watched TV all day, eating chips and swatting flies and going to the mall. If somebody decides to write a biography, it’s usually because the subject of the story did something big enough for the world to sit up and take notice.
- **Another way to do this is** to pick a few biographies to use as examples to teach readers to notice the big message a character’s life has to offer us.
 - Amelia Earhart was no ordinary woman and no ordinary pilot, she was the first aviatrix to fly solo across the Atlantic
 - Harriet Tubman was extraordinary not just because she overcame a terrible situation by escaping slavery, but because she then was able to help hundreds of others do the same.
- **A third way to do this is** to encourage students to think about the big accomplishment of their character by asking themselves “Why has this person’s life story made it to the press?” and to have them *cite specific instances in these people’s lives* that demonstrate this.

Bloom's Levels: understand

Webb's DOK: 3

Engaging Experience 11

Teaching Point: Readers use precise, well-founded ideas to describe a specific choice a character made in life.

Suggested Length of Time: 1 mini lesson

Standards Addressed

Priority: N/A

Detailed Description/Instructions:

- **One way to do this is** to point out that readers don't want to use just any old ideas about characters, but *precise, well-founded* ideas. For example, students could say Rosa Parks wasn't just determined, she was a risk-taker in refusing to give up her bus seat. Each time a reader attaches a trait to a character, you may want to urge them to cite the specific occurrence that makes them think that about the character.

Bloom's Levels: N/A

Webb's DOK: N/A

Engaging Experience 12

Teaching Point: Author's often use one person's life to comment on the world at large. The subjects of our text often represent a larger group of people in society and the author uses their story to comment on time periods in history, society, or life in general.

Suggested Length of Time: 1 mini lesson

Standards Addressed

Priority: 3.R.3.A.e

Detailed Description/Instructions:

- **One way to do this is** to model how readers ask themselves "Does this person represent a group of people?" If so, "What are we learning about this particular group? What is the life lesson that I am learning from this text?" You may wish to model this with any of the following people:
 - Rosa Parks represents all of the African Americans living in Alabama at that time; Neil Armstrong represents the entire NASA crew that worked so hard to land a man on the moon; Barbara Walters represents women who were trying to enter the news world.
 - Ruby Bridges represents several groups of people--African Americans, children, girls, etc. You may wish to lead your class through a conversation that focuses on how not just adults were involved in equal rights. Often, readers take these life lessons and use them as the impetus to live life differently.

Bloom's Levels: understand

Webb's DOK: 3

Topic 3: Readers Know That Biography Is But One Form of Narrative (*If time allows*)

Engaging Experience 13

Teaching Point: Readers need to pay close attention to recognize when a narrative qualifies as nonfiction (narrative nonfiction) and when it does not.

Suggested Length of Time: 1 mini lesson

Standards Addressed

Priority: N/A

Detailed Description/Instructions:

- **One way to do this is** to re-teach children to recognize narrative nonfiction when they see it. You might clarify that “narratives” involve a time, a first/then/after that/next/finally sequence of events. You may want to teach children to ask “Does this narrative qualify as nonfiction? Or has the author added characters or details from his or her own imagination?” If the answer is yes, then the book is historical fiction, not narrative fiction.

Bloom’s Levels: N/A

Webb’s DOK: N/A

Engaging Experience 14

Teaching Point: There are other types of narrative nonfiction other than biography. Readers use ways of reading narrative even if they don’t have a traditional main character in their text.

Suggested Length of Time: 2 mini lessons

Standards Addressed

Priority: N/A

Detailed Description/Instructions:

- **One way to do this is** to model when the character is a plant or an animal (ex: *Cactus Hotel*). This may at first confuse readers--how is a plant a character? You might call readers’ attention to the fact that while many narrative nonfiction texts are not biographies, they still feature a central character. Readers will need to look closely to identify that a text that tells the story of a plant (*Cactus Hotel*) or an inanimate object (e.g., a volcano or a continent) is not expository. You may want to help them see this through the use of timelines.
- **Another way to do this is** to model when the “character” in narrative nonfiction comprises a group of people that function as one, such as the “colonists,” the “members of the Underground Railroad,” the “Sioux,” or the “voyagers”. You might demonstrate this by reading aloud a couple of such texts. Ask children to pick out who or what the text is mostly about and think of this as the “main character”.

Bloom’s Levels: N/A

Webb’s DOK: N/A

Engaging Experience 15

Teaching Point: Narrative Nonfiction is mostly tales of disaster or tales of achievement.

Suggested Length of Time: 1 mini lesson

Standards Addressed

Priority: N/A

Detailed Description/Instructions:

- **One way to do this is** to provide your students with a template through which to look at narrative nonfiction. “Most true stories are either tales of achievement or they’re tales of disaster”, you may want to tell them. You could teach readers that achievement and disaster stories each follow a predictable pattern and each provide their own lessons.
 - Achievement stories, which include most biographies, typically document a path where a character (or a society) faces a challenge, takes risks, and makes critical choices to overcome this challenge.
 - Disaster stories, such as the story of Pompeii or the Titanic, are often written so that history isn’t forgotten and mistakes aren’t repeated.

Bloom’s Levels: remember, analyze, understand, apply

Webb’s DOK: 1, 2, 3, 4

Engaging Experience 16

Teaching Point: Readers study big choices characters make to determine central message.

Suggested Length of Time: 2-3 mini lesson

Standards Addressed

Priority: 3.R.1.A.c

Detailed Description/Instructions:

At the end of this topic (bend), you will want to move your readers towards recognizing the theme of all of the narrative non-fiction texts they have read.

- **One way to do this is** teach students that we do not just learn messages about a person through reading, but also about life. You may want to remind them, “Stories are told for a reason. When we uncover this reason, our understanding of the story takes on a whole new level.” Some questions you may encourage them to ponder are:
 - Why was this story worth telling?
 - What lesson does it impart?
 - What does it serve as an example of?
 - What can I learn from this person’s life?

- **Another way to do this is** by modeling how to find the theme of all of the books you have read aloud during this unit. “Sometimes in life, people…” is a prompt that can create a broader interpretation of the text. You might also remind students of questions they can use to make interpretations:
 - What central messages can I learn from how the character responds to trouble?
 - What messages can I learn from the choices the character makes (doesn’t make)?
 - What messages can I learn from when the character seems to feel two different emotions at the same time?
 - What messages can I learn from the images that seem to occur across the book?
 - What messages can I learn from the title the author picked for this text?
 - What messages can I learn from the character’s mistakes and successes?

For example, if you are reading *Who Was Jackie Robinson?* as your class read aloud, students might practice this work by rereading their notes about how Jackie’s brother died when he was a teenager, how he trained for the Olympics only to watch as it was cancelled because of the war, and the many ways he was tormented by fellow soldiers and baseball players throughout his life. Students might be able to develop a theory such as, sometimes in life when people endure tough moments, they end up creating pockets of hope to inspire others.

A few common themes you might help students learn to recognize:

- Sometimes in life you have to reach inside yourself to find the strength to keep going.
- Sometimes in life when others believe in you, that helps you to believe in yourself.
- It takes courage to create change.
- In life, there are groups of people who have power and they want to keep that power.
- Sometimes in life you have to fail before you can succeed.
- We can learn from our mistakes.
- United we stand, divided we fall.
- Survival isn't always easy and it isn't always pretty.
- Sometimes small actions can have big consequences.

Bloom's Levels: understand, apply, remember, analyze

Webb's DOK: 1, 2, 3, 4

Engaging Scenario

Engaging Scenario #1

Situation: The United States government is trying to determine a significant person in history to honor with a national holiday.

Challenge: Choose a significant person from your reading during the unit and write why the U.S. should create a national day in their honor. Be sure to address the following questions in your writing:

- What contributions did this person make to our society?
- How would our world/life be different without them?
- In what ways was this person a positive role-model? (Use specific events to support your answer.)
- What date should this national holiday fall on? Why?

Audience: Your state senator.

Performance: After developing your writing, you will be reading these aloud to students in your class in order to share the stories of those you've read about and how they have impacted the lives of others.

Or

Engaging Scenario #2

A very significant person is attending a local gala and giving a speech to the people of Kansas City. It is your responsibility to introduce this person to the crowd. You need to:

1. Choose a song **OR** a background slide image that represents this person and their contributions and explain why that song or image was chosen.
2. Write or record a speech to introduce your person to the gala audience that includes:
 - i. A brief summary of his or her life story that includes related events that led to his or her achievements (3.R.1.A.c & 3.R.3.A.e)
 - ii. Significant interactions and relationships this person had throughout his or life that contributed to their achievements (3.R.2.A.c)

Unit 7: Poetry

Subject: Reading

Grade: 3rd

Name of Unit: Poetry

Length of Unit: approximately 6 weeks, April- May (due to testing)

Overview of Unit: In this unit, students will learn to identify and appreciate poetry. This unit spotlights the structure and techniques often utilized in poetry as well as the skills and habits essential to readers of poetry: careful and purposeful rereading of poems, creating mental images, considering the narrator's point of view, finding the central message and supporting details; determining the meaning of words and phrases, and distinguishing literal from nonliteral language.

In Topic 1 (Bend One) of the unit, students begin by identifying the common structure and characteristics of poetry. Students will identify and use the terms stanza and lines when referring to a poem, they will also learn how special characteristics of a poem (rhythm, rhyme, and line breaks) impact how it is read. Students will quickly realize their own close relationship with poetry already exists-through the songs they hear, In addition to understanding what poetry is, students will begin to think about the purpose of poetry.

In Topic 2 (Bend Two) of the unit, students will identify a narrator's point of view supporting their thinking with key details from the poem and learn to distinguish literal from nonliteral language. Teachers will build students' capacity for understanding more complex poetry by drawing their attention to the connection poems share with stories. During this topic, students will begin to see that poetry is best understood when careful and purposeful rereading of poems is practiced.

In Topic 3 (Bend Three) of the unit, students will carefully read to determine the central message of a poem and explain how it is conveyed through key details within the poem. Through explicit modeling and practice students will be able to describe how stanzas build on each other to support the poem as a whole. Continuing the close reading emphasized in Topic 2, students will come to realize their understanding of a poem can deepen and change with each reading and through meaningful discussion and analysis.

In Topic 4 (Bend Four) of the unit, students will be exploring the structural elements of drama. They will use what they know about story structure from fiction reading to understand the components of drama. They will learn how to pay close attention to stage directions, and lines, to determine the correct way to act out and bring the text to life. They will use close reading skills of the plots of dramas to determine the central message that the author is wanting to convey.

Getting Ready for the Unit:

- Gather high interest poems and poetry anthologies at different levels.
 - For some poems you will want to make multiple copies so all students have access to the major poems you reference in your lessons.
 - Look through the various poems found in the in Schoology
 - Choose read alouds
- Ensure students' book boxes are full with up to date books of their choosing. These may or may not be in the poetry genre. At the beginning of this unit it may be difficult for some students to study a poem or two for 35 minutes of independent reading. Students'

stamina for poetry will strengthen as you teach them the skills of careful and purposeful rereading. However, a book box full of books will see to it students have something to read at all times. If you confer with a student who has moved on from their poetry reading; be sure to bring the conversation back to their work as a reader of poetry.

- Access to Dramas, as well as several dramas being acted out:
 - <http://www.aaronshelp.com/rt/RTE.html>

Pre-Assessment (given prior to starting the unit):

- For a possible pre-assessment, you may wish to give students a copy of Fireflies by Paul Fleischman. Then pose the following questions:
 1. In your own words, retell what is happening in this poem.
 2. How do you know this is a poem?
 3. What do you think the author is trying to say when they use the phrase: *light is the ink we use*?
 4. In what ways did this poem change how you think about fireflies?

Read aloud considerations:

Select read alouds which mirror the work your students are doing. Suggestions include:

- *Owl Moon* by Jane Yolen
- *The Giving Tree* by Shel Silverstein
- *The Spider and the Fly* by Mary Howitt
- *Stanza* by Jill Esbaum
- *Hello, Harvest* by Ralph Fletcher
- *The Forest Has a Song* by Amy Ludwig Vanderwater
- *The Long, Long Letter* by Elizabeth Spur

Essential Questions:

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

Enduring Understanding/Big Ideas:

1. I can recognize how poets use precise words and imagery to communicate.
2. I can think critically and thoughtfully about words, language, and the structure of poetry.

Priority Standards for unit:

- 3.R.2.A.d Read, infer, analyze, and draw conclusions to paraphrase the big idea/themes and supporting details of texts.
- 3.R.3.B.d Read, infer, and draw conclusions to explain examples of sound devices, literal and nonliteral meanings, and figurative language.

Supporting Standards for unit:

- 3.R.1.A.d: Develop and demonstrate reading skills in response to text by monitoring comprehension and making corrections and adjustments when understanding breaks down.
- 3.R.2.B.a: Read, infer, and draw conclusions to use examples of alliteration.

- 3.R.2.B.b: Read, infer, and draw conclusions to identify basic forms of poetry.
- 3.R.2.C.a: Read, infer, and draw conclusions to explain the elements of plot, setting, and character as presented through dialogue in scripts that are read or viewed.
- 3.R.2.C.b: Read, infer, and draw conclusions to identify and describe language that creates a graphic visual experience and appeals to the senses.
- 3.R.4.A.: Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
3.R.2.A.d	to paraphrase the big idea/themes and supporting details of texts.	Read, infer, analyze, and draw conclusions	Understand	3
3.R.3.B.d	to explain examples of sound devices, literal and nonliteral meanings, and figurative language.	Read, infer, and draw conclusions	Understand	3

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
recount determine explain distinguish describe	stanza line central message theme literal nonliteral figurative

Topic 1: The Structure and Elements of Poetry

Engaging Experience 1

Teaching Point: Readers can identify characteristics of poetry.

Suggested Length of Time: 1 mini lesson

Standards Addressed

Priority: N/A

Detailed Description/Instructions:

- **One way you can do this** is by explaining to students that they will spend a large portion of their time today investigating poetry. Show the class a three column anchor chart with the heading POETRY.

POETRY		
CAN	HAS	IS

Read aloud a fun, playful poem such as My Brother's Bug or I Made a Noise This Morning both by Jack Prelutsky. Then model for students a few ideas/observations you have about poetry based on the poem. For example, you might write: *rhyme* under the CAN column, if the poem you chose for the model did indeed rhyme. Using the resources you've gathered from your classroom library, the school/public library, or Bright Spaces send students off to read lots of different poems, jotting down ideas to add to the class anchor chart during the share portion of the workshop.

**It is assumed the anchor chart created during this lesson will change as the unit progresses. Ideas about poetry should develop and shift over the course of the unit. The anchor chart should reflect this growth.*

Bloom's Levels: N/A

Webb's DOK: N/A

Engaging Experience 2

Teaching Point: Readers can identify lines and stanzas, referring to them when speaking about a poem.

Suggested Length of Time: 1 mini lesson

Standards Addressed

Priority: 3.R.3.B.d

Detailed Description/Instructions:

**If your students did not yet identify stanzas or lines during the previous day's mini-lesson, you will want to be sure to draw their attention to the structure of poetry at the beginning of today's mini-lesson. You will want to add these new terms to the POETRY can...has...is...anchor chart.*

- **One way you can do this** is by reading aloud a poem, modeling your thinking and annotation of a poem, and then referring to stanzas and lines when discussing your thoughts about the poem. Encourage students to read and annotate several poems today. You may wish to have copies of poems ready for the class or let them choose their own poems through various anthologies you've collected. Remind students that at the end of reading today, they will be talking about the poems they read with a partner referring back to the poem using the words *stanza* and *line*.

Bloom's Levels: understand

Webb's DOK: 3

Engaging Experience 3

Teaching Point: Many of us have a close relationship with poetry and don't even realize it!

Poems make their way into our everyday life in the form of lyrics to our favorite songs.

Suggested Length of Time: 1 mini lesson

Standards Addressed

Priority: N/A

Detailed Description/Instructions:

- **One way you can do this** is by explaining to students that poetry has existed for many thousands of years. In fact, poetry is considered one of the earliest forms of spoken and written expression. Most early poetry was connected to reciting or singing. Even now, poetry is part of our everyday life because it exists in the form of song lyrics to our favorite songs. At this point, you may wish to hand out a typed up version of song lyrics. This needn't be a song students are familiar with, but one you can eventually play for your students at the end of the lesson. For example, Blackbird by The Beatles. Draw students' attention to the similar structure of song lyrics and poems. Model for students how you might read the lyrics as a poem, annotating as you go. This would be a good time to share your thinking about the tone or mood of the lyrics, without the music's influence. After you've modeled this thinking, play the song for students. Discuss how the addition of music impacts our understanding and appreciation of the piece. Send students off with their own copies of lyrics to practice reading and interpreting. You may wish to have the music available for them to listen to at the end of reading.

**As a side note, the song Blackbird was written in reaction to news footage of the Civil Rights protests of the 1960s. It is not necessary to share this with students at this time. However, if you choose to use this song for the lesson, you may wish to come back to this detail in Topic 3 when students learn that knowing the poet or historical context can shape our understanding of a poem's message.*

Bloom's Levels: N/A

Webb's DOK: N/A

Engaging Experience 4

Teaching Point: Readers pay attention to the strong word choice used in poems. They consider how the word choice affects the poem.

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: 3.R.3.B.d

Detailed Description/Instructions:

- **One way you can do this** is by explaining to students how important and intentional the words a poet uses are. The words a poet uses to describe people, objects, or moments deserve a special kind of attention. Model how to first read a poem from beginning to end, getting to "know the poem." Demonstrate how a reader will take this moment to circle any new or important vocabulary they've come across. Next, model how a reader will think about those new or important words. Remind students of the different strategies readers have for determining the meaning of new words. Through your think aloud, model how a reader thinks critically about the poet's word choice by asking questions such as: "Why do you think the poet used (*word*) instead of (*synonym*)?" "How would replacing (*word*) change the (*feeling/image/sound*) of this poem?" You may also wish to share with students how your mental image and feelings are shaped by the word choice used in the poem.

Bloom's Levels: understand

Webb's DOK: 3

Engaging Experience 5

Teaching Point: Poetry is meant to be read aloud. Readers pay attention to the punctuation and line breaks when reading poetry.

Suggested Length of Time: 1 mini lesson

Standards Addressed

Priority: N/A

Detailed Description/Instructions:

- **One way you can do this** is by explaining to students that most poetry is written to be read aloud. Poets are very intentional about the sounds of the words they choose and about when and where to punctuate their ideas. Draw students’ attention to the poem Hope by Emily Dickinson. Ask students what they notice about the way this poem is punctuated. Next, share the poem Sarah Cynthia Sylvia Stout by Shel Silverstein. Ask students what they notice about the way this poem is punctuated. You may wish to use a marker to highlight the number of actual periods within both poems. This should lead into a discussion about the difference between *lines* and *sentences*. At this point read aloud, Sarah Cynthia Sylvia Stout by Shel Silverstein modeling how the commas make most of the poem sound like a long-winded list. Explain that this was an intentional decision by Shel Silverstein. You may even wish to read the poem aloud the “wrong way”, reading each line break as a sentence, to emphasize the difference. Send students off with some carefully selected poems to practice fluently reading with a partner.

Bloom’s Levels: N/A

Webb’s DOK: N/A

Engaging Experience 6

Teaching Point: Poetry helps us see the world in new ways.

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: 3.R.3.B.d

Detailed Description/Instructions:

- **One way you can do this** is by using a two-column graphic organizer to note shifts in your thinking as you read aloud a poem about a fairly common object. You may wish to model with the poem The Drinking Fountain by Ken Nesbitt. Begin by writing down a few quick thoughts about the object prior to reading the poem. During the read aloud, be sure to model how you annotate the poem. Finally, model how the poem has shifted your thinking about the object. For example,

What I think before reading...	How my thinking about <u>(drinking fountains)</u> has changed...
<ul style="list-style-type: none">● boring● silver● water dispenser	<ul style="list-style-type: none">● CAUTION! Drinking fountain ahead. Use at your own risk! HA!● Now, I see drinking fountains as less boring and more unpredictable-even as a tool to play a trick on someone.

Send students off with some carefully selected poems such as, “The Pencil Sharpener” or “Firework” to practice noting their own shifts in thinking.

Bloom’s Levels: understand

Webb’s DOK: 3

Topic 2: Analyzing Point of View and Language to Bring Meaning to Poetry

For Topic 2, you will want to be certain your students are familiar with one of the read alouds referenced at the beginning of this unit. Much of the work you will be doing during the mini lessons in this Topic will be based on your read aloud from earlier.

Engaging Experience 7

Teaching Point: Readers use details to determine the point of view of a narrator and then ask themselves if they agree or disagree

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: N/A

Detailed Description/Instructions:

- **One way you can do this** is by giving copies of a poem such as If I Were in Charge of the World by Judith Viorst to the students in your class and asking them to follow along while you read it aloud. Then, ask students to take a moment and reread the poem to themselves while annotating in the margins. During this time, you could be modeling your own annotation under the document camera for students to reference. Once students have had an opportunity to familiarize themselves with the poem, model a “poetry club” discussion in a fishbowl with a few students. Begin by discussing who the narrator must be and what details helped paint a picture of the narrator. Be sure to model how readers will refer to stanza and lines when citing details from a poem. Then guide the discussion toward distinguishing their own point of view from that of the narrator of this poem. Send students off with a new poem, possibly I’m the Single Most Wonderful Person I Know by Jack Prelutsky, to practice this type of reading and thinking. During the share portion of the lesson, you may wish to have students form “poetry clubs” to discuss their thoughts.

Bloom’s Levels: N/A

Webb’s DOK: N/A

Engaging Experience 8

Teaching Point: Readers can use story elements to help them understand and discuss narrative poems.

Suggested Length of Time: 1 mini lesson

Standards Addressed

Priority: 3.R.3.B.d

Detailed Description/Instructions:

- **One way you can do this** is by explaining to students that some poems are actually written with the same elements of a story. Create an anchor chart to record the story elements from Owl Moon by Jane Yolen. (Leave off: Central Message at this time.) Complete the anchor chart with help from the class. Now, explain to students that the story Owl Moon is actually written as a poem across many pages and illustrated to be a picture book. Thinking about the narrator as a character and paying careful attention to their wants, problems, and solutions can help us understand these types of poems, which are called narrative poems. Send students off with the task of using story elements to help them understand and discuss a poem.

Bloom's Levels: understand

Webb's DOK: 3

Engaging Experience 9

Teaching Point: Poets use words to paint vivid pictures for their audience. They often do not mean exactly what they say; this is called non literal or figurative language.

Suggested Length of Time: 1 or 2 mini lessons

Standards Addressed

Priority: 3.R.3.B.d

Detailed Description/Instructions:

- **One way you can do this** is by modeling with a portion of text from Owl Moon how a reader identifies figurative language and then thinks carefully about what the author is really trying to say by using the phrase. For example you may wish to use the portion of text which reads; *We reached the line of pine trees, black and pointy against the sky, and Pa held up his hand stopped right where I was and waited. He looked up, as if searching for the stars, as if reading a map up there. The moon made his face into a silver mask.* You will want to highlight the figurative language in the passage and then annotate off to the side as you think aloud what the author means by using this phrase.

For independent practice you may wish to copy and distribute a page from Owl Moon full of rich imagery and figurative language for students to read and annotate the same way you modeled in the mini-lesson.

Note: Third graders often struggle with understanding the meaning behind figurative language. For practice purposes, this teaching point is intended to span 2 lessons, using a variety of passages or poems with strong imagery. However critical it is to understand figurative language, please keep in mind RL.3.4/L.3.5a only expects students to “distinguish the literal from the nonliteral.”

Bloom's Levels: understand

Webb's DOK: 3

Engaging Experience 10

Teaching Point: Readers take notice of repetition as a signal of something important the author is trying to say.

Suggested Length of Time: 1 mini lessons

Standards Addressed

Priority: 3.R.3.B.d

Detailed Description/Instructions:

- **One way you can do this** is by modeling with a portion of text from Owl Moon how certain lines feel repetitive such as the lines beginning with, “*When you go owling you...*” Through a think aloud, ask yourself what those repetitive lines are saying. You might explain aloud that in this case they kind of establish the “rules” of such a special occasion. It seems the author is really trying to point out just how quiet you have to be and just how cold it is while owling and how it might seem a little scary. All things that many kids wouldn't really like. Then, point out how the author uses the repeated phrase again at the end: “*When you go owling you don't need words or warm or anything but hope.*” At this point you may ask the students what the author is really trying to get the reader to understand about owling. Go back to the story elements anchor chart you created for Owl Moon and ask students if they think they could identify the central message to Owl Moon now that they've spent a lot of time rereading and analyzing the poem. Have students practice this type of critical reading in partners during independent

practice with various narrative poems utilizing repetition.

Bloom's Levels: understand

Webb's DOK: 3

Engaging Experience 11

**This lesson has the same teaching point as Engaging Experience 7, but will be used with more complex poems in order to deepen the level of thinking asked of students.*

Teaching Point: Readers use details to determine the point of view of a narrator and then ask themselves if they agree or disagree.

Suggested Length of Time: 1 mini lesson

Standards Addressed

Priority: 3.R.3.B.d, 3.R.2.A.d

Detailed Description/Instructions:

- **One way you can do this** is by referring back to your work with Owl Moon or by modeling your thinking about the narrator's point of view after reading aloud The Spider and the Fly. If you do choose to use The Spider and the Fly you may wish to review the story elements of that poem. Thinking stems include: "Who is the narrator?" "How does the narrator feel about...?" "Could I put myself in the same place?" "Would I feel the same or differently?" Send students off with some carefully selected poems to practice with.

Bloom's Levels: understand

Webb's DOK: 3

Topic 3: Relating Structure to the Meaning of Poetry

For Topic 3, you will be using one main poem for students to read during their independent practice time. The poem we suggest is entitled Your World by Georgia Douglas Johnson. You will also want to model the strategies and thinking you are expecting students to demonstrate through a singular poem, as well. For this, we recommend Stopping by Woods on a Snowy Evening by Robert Frost.

Engaging Experience 12

Teaching Point: Reading poetry requires careful reading and critical thinking. Readers pay attention to important vocabulary and identify the key details in a poem-stanza by stanza.

Suggested Length of Time: 2 mini lessons

Standards Addressed

Priority: 3.R.3.B.d

Detailed Description/Instructions:

- **One way you can do this** is by reminding students how you first read a poem from beginning to end, getting to "know the poem." Using Stopping by Woods on a Snowy Evening by Robert Frost, model how a reader will take this moment to circle any new or important vocabulary they've come across. Next, model how a reader will then come in for a closer look-stanza by stanza. You may wish to isolate stanzas with your hand or Post-it notes as you demonstrate a careful reading of each stanza. Be sure to underline the key details that really stand out and help you envision what is happening in the

stanza. You may wish to sketch a quick image in the margin of the paper next to that stanza. Continue to model this for each stanza of the poem.

Hand out the poem Your World by Georgia Douglas Johnson for students to read today.

You will want to have students read over the poem, circling new and important vocabulary before you send them off for their second reading. This way, you have the opportunity to discuss the meaning of some of those words. Make an anchor chart of the words and their meanings for students to refer back to throughout their work with the poem.

- **Another way you can do this** is by modeling for students how a reader might take their mental image of the stanza and write 1 sentence about that stanza, in their own words. You may wish to use Post-it notes, 1 for each stanza of the poem, and write down 1 sentence that summarizes each stanza.

Bloom's Levels: understand

Webb's DOK: 3

Engaging Experience 13

Teaching Point: Each stanza of a poem builds on earlier ones.

Suggested Length of Time: 1 mini lesson

Standards Addressed

Priority: 3.R.3.B.d

Detailed Description/Instructions:

- **One way you can do this** is by introducing the poem, Your World by Georgia Douglas Johnson. Read the poem to students and discuss together the general meaning of the poem. Now, show them a version of the same poem where the stanzas have been switched around. Think aloud together about how difficult it is to make meaning when the stanzas are not in order. Refer back to the original highlighting how each stanza built on the previous one.

Bloom's Levels: understand

Webb's DOK: 3

Engaging Experience 14

Teaching Point: Readers use details to describe the narrator and uncover the central message of a poem. Readers may seek out additional information about an author to help them understand that person's writing more deeply.

Suggested Length of Time: 2 mini lessons

Standards Addressed

Priority: 3.R.3.B.d, 3.R.2.A.d

Detailed Description/Instructions:

- **One way you can do this** is by modeling through your think aloud with the poem you've been using during the mini-lesson how you, as a reader, use details from the poem-including the strong word choice, imagery, and mood to make inferences about the traits of the narrator. You may begin your thinking stem like this, "I would describe the narrator as...because..." You may then move the discussion toward determining the central message of the narrator. Modeling for students how a reader uses details from the text and inferences about the narrator to help determine what the central message is.
- **Another way you can do this** is by revealing to students some historical information about the poet they have been studying. Explain to students that often it helps a reader to know a little about the authors they are studying, when they lived and what they wrote a lot about. Share with students a little about Robert Frost- he was born in 1874 and wrote

Stopping by Woods on a Snowy Evening in 1922. He lived in a time of great industrial revolution when cities were expanding with factories and machines were making our lives faster paced. Explain to students how this new information can influence your thinking about the poem. You might say, “Maybe Robert Frost is really trying to tell us to slow down and enjoy the beauty of nature. Like that old saying: stop and smell the roses.”

Next, you will want to share a little about the poet they’ve been studying, Georgia Douglas Johnson. Georgia Douglas Johnson lived around the same time as Robert Frost. She was born in 1877 and died in 1966. She was an African American woman living during a time of limited rights for women and people of color. Taking that information, ask students to reread Your World and see if this new information has changed what you think Georgia Douglas Johnson is trying to teach us.

Through your conferences and during share time, guide students in their rethinking of the narrator bird in the poem; the idea that this poem may not be about a literal bird will be eye-opening for most students! However this knowledge is very critical when considering the central message of this poem.

Bloom’s Levels: understand

Webb’s DOK: 3

Topic 4: Exploring Drama

Engaging Experience 15

Teaching Point: Dramas are structured in a way that tells a story, but has a very unique organization that readers must get their minds ready for in order to capture the essence of the performance component of drama.

Suggested Length of Time: 1 mini lesson

Standards Addressed

Priority: 3.R.3.B.d

Detailed Description/Instructions:

- **One way to do this would be to** choose a short play/readers’ theater with stage directions, like [The Legend of Lightning Larry](#). Ask students to read the drama in a small-group, taking parts and reading and observing. After students have read the play, stop and ask if students noticed any difference about this text. Make notes about the characteristics students noticed on a small anchor chart. Ask students why they think the stage directions were included? What information do they get from stage directions that’s not right there in the text?

- **Another way to do this** might be to have a few students perform a quick cold read from a readers’ theater in front of the class. While assigning parts, assign one student to read the stage directions and to deliver these directions when appropriate during the performance. Encourage students to take mental notes of what they are noticing. You might have students turn and talk to a partner about the things they noticed that made this a play/drama. Be sure to pull out any specific discussions about stage directions as they relate to the setting, characters actions or interactions. Encourage students to share what these directions tell us that the author leaves out in the words they use. Record the traits they have noticed in Drama/Plays on a small anchor chart.

**This would be an ideal time to add readers' theaters and small plays like [Who's On First](#), or [The Legend of Lightning Larry](#) to student's book boxes or the classroom library. Allowing students time to experiment and test out readers' theaters in small groups, partnerships, or triads during workshop will help to add to the excitement of this new kind of reading. As a result of this, workshop might be a little bit louder than normal during this time. Make sure you have had discussions about small group reading and sharing reading aloud before this lesson.*

Bloom's Levels: Understand

Webb's DOK: 3

Engaging Experience 16

Teaching Point: Readers use what they know about the story elements of fictional stories to understand the plots of dramas.

Suggested Length of Time: 1-2 mini lessons

Standards Addressed

Priority: N/A

Detailed Description/Instructions:

- **One way to do this would be to** refer back to your story mountain anchor chart from previous reading units to discuss the key story elements one finds in fictional texts: setting, characters, problems, solution, and theme. Explain how dramas also include the same story elements. Pull back out a drama that you read the previous day and have students work together with you to pull out the key story elements.

- **Another way to do this would be to** use the "Somebody, Wanted, But, So, Then" summarizing structure to pull out the plot of another drama, and determine the character's motivation.

Bloom's Levels: N/A

Webb's DOK: N/A

Engaging Experience 17

Teaching Point: Readers pay close attention to the language and stage directions of dramas to bring the story to life through acting.

Suggested Length of Time: 1-2 mini lessons

Standards Addressed

Priority: N/A

Detailed Description/Instructions:

- **One way to do this would be to** divide students into small groups and assign each group their own script with the goal of "bringing the story to life" through their understanding of the plot and stage directions. You may work the scripts out over the course of a couple days and have students perform for one another.

Bloom's Levels: N/A

Webb's DOK: N/A

Engaging Experience 18

Teaching Point: Readers use details from the text to help infer the central message.

Suggested Length of Time: 1-2 mini lessons

Standards Addressed

Priority: 3.R.2.A.d

Detailed Description/Instructions:

- **One way to do this might be to** choose a Greek myth to share with students. Since

Greek myths were intended to teach lessons, it is often easy to find familiar themes. Myths are a great resource to experiment with the process of finding the theme. While reading the story to students, pull out moments throughout the story where you notice clues that might support a theme or lesson. Pay special attention to specific words or phrases. Illustrate for students how you stop and jot down notes about ideas you have, collecting ideas as you read. Also show how you might go back at the end to reread pieces that stuck out. Model for students how you might group your ideas to begin to develop possible themes. Help students to see that clues such as repetition, contradiction, as well as thoughts or actions that the main character shares, help us to determine the theme. Looking at what the main character has learned in the story can also help us to determine the theme.

- Example: If we were using the text [King Midas](#), these are some points I might pull out while reading the story out loud: (Note: Pandora’s Box would be good for this work too.)
 - We are told that Midas, “had plenty of gold of his own, but that he could not bear the thought of anyone else having any.”
 - When talking about Apollo bringing out the sun King Midas says, “*only* kings should have gold. *Only* the rich know what to do with it.”
 - When Midas touched the rose and it turned to gold they described it as *rigid* and *heavy*, while gold is beautiful the author chooses to depict it in a different way.
 - After reversing the curse Apollo says, “Life is the only wealth.”
 - In this story there are several themes that can be seen, but one that is clear is that having wealth is not of any value, if you can’t enjoy your life.

Bloom’s Levels: Understand

Webb’s DOK: 3

Engaging Scenario

Engaging Scenario **Plan for several days (approx. 5 days) for students to complete a quality anthology*

You will be creating your own poetry anthology. Your task is to select 5 favorite poems you read over the course of this unit. These poems should be thoughtfully selected and represent some of the main poetry concepts discussed. Suggestions include:

- A poem with powerful or interesting word choice.
- A poem you enjoy reading aloud.
- A poem that changed your thinking.
- A poem you had to work really hard to understand.
- Your overall favorite poem.

You will need to write a brief review of each poem explaining why you chose each poem for that category of your anthology.

In addition to your selection of poems, you will also need to create a “Poetry Toolbox” to be included as a page in your anthology. A “Poetry Toolbox” is a list of strategies for reading poetry that you have learned over the course of the unit.

Example:

My Poetry Toolbox

1. Read a poem several times.
2. Read poems aloud.
3. Pay attention to punctuation.
4. Think about the word choice.
5. ENVISION!
6. Think about story elements.
7. Think about the literal and non-literal meanings of words and phrases.
8. Research the poet and time in history.

Or

Engaging Scenario #2

Time for Kids is doing a special issue on Poetry. For their feature article, they would like a student to create a graphically pleasing display of a favorite poem and with analysis included. The student needs to include:

- Summary of the big idea or theme (3.R.2.A.d)
- Examples of sound devices, figurative language and literal/non-literal meanings within the poem with meanings explained (3.R.3.B.d)

*Think a “poster” of sorts that has a creative background that relates to the theme of the chosen poem with the actual poem being the “centerpiece”. Students can utilize arrows and text boxes (or be more creative) explain the various requirements within the poem.

Unit 8 : Gem Unit- Recommitting to Reading

Subject: Reading

Grade: 3, 4, 5

Name of Unit: Gem Unit

Length of Unit: 2 weeks, May

Reference teaching points from Unit 4, and select those you feel would most benefit your students as you wrap up the year and commit to summer reading goals.