

Elementary Reading Curriculum: Units of Study in Reading

Grade 3

Unit 1: Building a Reading Life			
Overview	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • determine when texts don't make sense and use a strategy to make meaning • read text fluently • choose books to match their reading interest and level • apply comprehension strategies to synthesize all parts of the text • determine a character's traits • discuss texts with others <p>Enduring Understandings</p> <ul style="list-style-type: none"> • Teachers will instill lifelong habits of strong readers including choosing books wisely and the value of building reading volume and stamina • Students will keep track of how reading is going and address problems with understanding along the way, learning to talk about books with others, and applying comprehension strategies to synthesize all the parts of the text. 		
Unit Learning Bends	Bend I: Making a Reading Life	In bend one, teachers will support children as they build a strong reading life as well as a positive relationship with reading. At the end of this bend, students will work in partnerships and begin to build this relationship to support one another as readers.	Priority Standards across the Unit that will be addressed: RL.3.1 RL.3.2 RL.3.3 RL.3.4
	Bend II: Understanding the Story	Bend two is focused on comprehension skills. Students will learn how to self-monitor and see how retelling and thinking about how different parts of texts fit together. In addition, teachers will work on envisioning, prediction, and retelling strategies.	
	Bend III: Tackling More Challenging Texts	In bend three, students will learn about perseverance as a reader and how it can build deeper comprehension. Teachers will focus on teaching students different	

		ways to figure out tricky words and continue to work on readers asking higher level questions about the text.	
Unit Resources	Suggested Key Texts for Read Aloud and for Minilessons: <ul style="list-style-type: none"> • <i>Indian Shoes</i> by Cynthia Leitich Smith • <i>Stone Fox</i> by John Reynolds Gardiner 		
Lesson Topics Across the Unit	Lesson 1: Building a Powerful Reading Life Lesson 2: Reading as If Books Are Gold Lesson 3: Finding Within-Reach Books, and Reading Tons of Them Lesson 4: Setting Goals and Tracking Progress Lesson 5: Setting Up Systems to Find and Share Books Lesson 6: Reading in the Company of Partners Lesson 7: Readers Check for Comprehension Lesson 8: Follow Textual Clues as You Read: Shift between Envisioning and Assembling Facts Lesson 9: Prediction Lesson 10: Making Higher-Level Predictions Lesson 11: Retelling Stories Lesson 12: Readers Decide How to Lift the Level of Their Reading and Recruit Partners to Support Them Lesson 13: Tackling Complex Texts Takes Grit Lesson 14: Figuring Out Hard Words Lesson 15: Using Textual Clues to Figure Out the Meaning of Unfamiliar Words Lesson 16: Making Sense of Figurative Language Lesson 17: Talking Back to the Text Lesson 18: Raising the Level of Questions to Unearth Deeper Meaning: Considering Author’s Purpose		
Unit 2: Reading to Learn			
Overview	Students will be able to independently use their learning to... <ul style="list-style-type: none"> • develop a rich nonfiction reading life • read longer passages to determine what the author wants them to learn rather than specific facts • construct a summary with main ideas and supporting details • read with fluency • read narrative nonfiction • participate in conversations about nonfiction texts Enduring Understandings <ul style="list-style-type: none"> • Students will develop foundational skills of non-fiction reading in order to comprehend, discuss and synthesize ideas using grade level text. 		

Unit Learning Bends	Bend I: Determining Importance in Expository Texts	In this bend, teachers will focus on teaching readers the features of expository text in order to find the main idea(s) and supporting details. This bend will also teach students to draft and revise their idea of a text’s main idea as they read on.	Priority Standards across the Unit that will be addressed: RI.3.2 RI.3.4 RI.3.9
	Bend II: Lifting the Level of Thinking about Expository Texts	Students will learn that people read differently when they know they are going to be in a discussion later. Thought prompts will help students express their big ideas about a text.	
	Bend III: Synthesizing and Growing Ideas in Narrative Nonfiction	In the last bend of the unit, students will learn that they can benefit from reading narrative nonfiction with attentiveness to structure. Teachers will show students the similarities in structure between narrative nonfiction and fiction text.	
Unit Resources	Suggested Key Texts for Read Aloud and for Minilessons: <ul style="list-style-type: none"> <i>Gorillas</i> by Lori McManus 		
Lesson Topics across the Unit	Lesson 1: Previewing Nonfiction Lesson 2: Looking for Structure within a Nonfiction Text Lesson 3: Grasping Main Ideas in Nonfiction Texts Lesson 4: Becoming Experts and Teaching Others from Nonfiction Texts Lesson 5: Tackling Text Complexity Lesson 6: Getting Better Requires Clear Goals and Deliberate Work: Learning Progressions Lesson 7: Reading for Significance: Approaching Nonfiction Reading as a Learner Lesson 8: Reading Differently because of Conversations Lesson 9: Distinguishing Your Own Opinion from that of the Author Lesson 10: Lifting the Level of Students’ Talk about Text Lesson 11: Using Text Structure to Hold on to Meaning in Narrative Nonfiction Lesson 12: Summarizing Narrative Nonfiction Lesson 13: Tackling Hard Words That Complicate Meaning Lesson 14: Reading Biographies through Different Lenses Lesson 15: Seeking Underlying Ideas in True Stories Lesson 16: Bringing Your Narrative Nonfiction Lenses to a Broader Range of Texts Lesson 17: Identifying When a Text Is Hybrid Nonfiction and Adjusting Accordingly Lesson 18: Becoming Your Own Reading Coach		

Mystery Unit: Foundational Skills in Disguise

Overview	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • read closely to notice clues • infer as they read to determine what details can suggest • determine characters' traits and motivations • synthesize across a text • use appropriate reading strategies to make meaning • retell and summarize a text <p>Enduring Understandings</p> <ul style="list-style-type: none"> • Through fictional mystery text, readers will deepen inferential skills, engage in high level character analysis and synthesize using information gathered across texts. 		
Unit Learning Bends	Bend I: Understanding the Mystery	<p>In bend one, students will become detectives keeping track of clues, possible suspects, and any confusion in a detective's notebook. This will aid in the understanding of text and build comprehension. Students will also continue working in partnerships throughout the unit. Teachers will build engagement as students begin to learn about and fall in love with the mystery genre of text.</p>	<p>Priority Standards across the Unit that will be addressed:</p> <p>RL.3.1 RL.3.2 RL.3.5</p>
	Bend II: Raising the Level of Mystery Reading	<p>In bend two, students will begin to notice how the plot of mysteries tend to go and develop theories about the genre. Once the students figure out plot elements, they can identify how a book will most likely go in order to deepen comprehension.</p>	
	Bend III: Reading Mysteries Can Help You Read Any Kind of Fiction	<p>In bend three, students will use what they learned about mysteries to help them read all fiction texts. It is suggested that during this bend the teacher preselects a book for children to read. A great place to start is with series books since students are often motivated to read books where they can meet the same characters again and again.</p>	

Unit Resources	<p>Suggested Key Texts for Read Aloud and for Minilessons:</p> <ul style="list-style-type: none"> • <i>The Absent Author</i> by Ron Roy • <i>The Diamond Mystery</i> by Martin Widmark
Lesson Topics across the Unit	<p>Lesson 1: Whodunit?: Drawing on All We Know about Solving Mysteries to Read Mysteries</p> <p>Lesson 2: Mystery Readers Try to Solve the Mystery before the Crime Solver Does</p> <p>Lesson 3: Mystery Readers Do a Special Kind of Predicting: Suspects, Opportunities, and Motives</p> <p>Lesson 4: When the Going Gets Tough, Readers Need Strategies</p> <p>Lesson 5: Thoughtful Writing and Talking about Reading Strategies</p> <p>Lesson 6: Mystery Readers, Like Crime Solvers, Often Collaborate with Partners to Solve Mysteries</p> <p>Lesson 7: Holding onto the Mystery, Even When the Book Is Long and Tricky</p> <p>Lesson 8: How Mystery Books Go: Patterns and Common Characteristics</p> <p>Lesson 9: Reading On, Influenced by Knowing How Mysteries Usually Go</p> <p>Lesson 10: Raising the Level of Partner Talk</p> <p>Lesson 11: The Red Herring: Throwing Readers and Detectives Off the Right Track</p> <p>Lesson 12: Finding Hidden Clues</p> <p>Lesson 13: What Kind of Comprehension Work Does This Mystery Want the Reader to Do?</p> <p>Lesson 14: Self-Assessment, Goals, and Practice!</p> <p>Lesson 15: Readers Apply the Work of One Kind of Fiction to <i>All</i> Fiction</p> <p>Lesson 16: Fiction Readers Solve Mysteries that Relate to Character and Plot</p> <p>Lesson 17: Using Clues to Drive Predictions</p>

Unit 3: Character Studies

Overview	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • understand complex characters as they come up against more difficult challenges • discuss characters in a text • articulate evidence-based theories about a text • analyze perspective <p>Enduring Understandings</p> <ul style="list-style-type: none"> • Readers will be able to make careful, close observations of characters and draw on their insights to craft theories and predictions. • Readers will gain an understanding of how all fictional stories are structured – A character faces trouble that grows bigger, reacts to it, and eventually finds ways to resolve and learn life-lessons, theme.
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	<ul style="list-style-type: none"> Readers will think comparatively across texts – noticing similarities and differences between characters' struggles, motivations, reactions, and lessons they learn. 		
Unit Learning Bends	Bend I: Getting to Know a Character as a Friend	Throughout bend one, students will use observations as they read to come up with ideas and eventually theories about characters. They will use these theories to create predictions as to what might happen next in the text.	Priority Standards across the Unit that will be addressed: RL.3.2 RL.3.3 RL.3.5
	Bend II: Following a Character's Journey	In bend two, students will be introduced to book clubs, and join a book club with classmates. This bend will dig deeper into characters, and they will get to know the character across the whole story. Students will learn that characters are predictable and they will learn how authors set up different parts of a story to do different jobs.	
	Bend III: Comparing and Contrasting Across Books	In bend three, students will continue in book clubs. In this bend teachers will begin comparing characters and texts they have read to see how they go together. Teachers will compare how characters respond to problems and lessons learned.	
Unit Resources	Suggested Key Texts for Read Aloud and for Minilessons: <ul style="list-style-type: none"> <i>Because of Winn-Dixie</i> by Kate DiCamillo <i>Make Way for Dyamonde Daniels</i> by Nikki Grimes <i>Peter's Chair</i> by Ezra Jack Keats 		
Lesson Topics across the Unit	Lesson 1: Readers Notice How a New Character Talks and Acts Lesson 2: From Observations to Ideas: Readers Think, "What Is My Character Like?" Lesson 3: Noticing Patterns, Seeing More: Growing Theories about a Character Lesson 4: Growing Bigger Theories about a Character: Asking Why Lesson 5: Using Theories about Characters to Predict Lesson 6: Taking Stock and Self-Assessing: Looking at Checklists, Noticing Strengths and Weaknesses, and Making New Reading Goals Lesson 7: Stories Are Shaped Like a Mountain: Readers Watch Characters Go Up—and Down		

	<p>Lesson 8: Readers Expect Characters to Face—and React to—Conflict in the Story</p> <p>Lesson 9: Readers Notice the Roles Secondary Characters Play in the Main Character’s Journey</p> <p>Lesson 10: Noticing the Roles Illustrations Play in a Story</p> <p>Lesson 11: Readers Pay Close Attention to the Climax of a Story, Noticing How the Main Character Is Tested</p> <p>Lesson 12: Readers Notice How a Character Resolves the Story Conflict</p> <p>Lesson 13: Readers Learn Lessons alongside Their Characters: Theme</p> <p>Lesson 14: Linger with a Story after It’s Done: Looking Back to Analyze Author’s Craft</p> <p>Lesson 15: Comparing Characters: Noticing Similarities and Differences</p> <p>Lesson 16: Readers Compare the Problems Characters Face—and Their Reactions</p> <p>Lesson 17: Readers Ask, “What Makes You Say That?”: Engaging in Text-Based Mini-Arguments about Characters</p> <p>Lesson 18: Comparing and Contrasting the Lessons Characters Learn</p>
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Unit 4: Research Clubs

Overview	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • preview a collection of texts • read easier texts to build background knowledge and then move on to more difficult texts • synthesize information across texts • identify the main idea of a text • identify text structure to aid in notetaking • take notes on a topic • analyze perspective • teach people about their topic • engage in comparative analysis • use research to solve real word problems <p>Enduring Understandings</p> <ul style="list-style-type: none"> • Readers will be able to preview a text set before diving into non-fiction. • Readers will be able to synthesize information across texts on one sub-topic. • Readers will be able to analyze and determine multiple text structures and discuss the implication of text structure on note taking and author’s intent. • Students will be able to distinguish their own opinion from that of the author’s perspective. • Readers will be able to apply content knowledge they have gathered in order to compare information cross-text.
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Unit Learning Bends	Bend I: Researching a Topic	In bend one, students will learn how to use various strategies to organize, research, and grow ideas on a topic about animals. Teachers will focus on the importance of orienting yourself to a text and drawing on prior knowledge to deepen their understanding of a topic. Students will work in the same book clubs throughout the unit.	Priority Standards across the Unit that will be addressed: RI.3.2
	Bend II: A Second Cycle of Research	In bend two, teachers will have students complete the process with a second topic drawing on what was learned in bend one. This bend will give students the opportunity to transfer what was learned and build independence. The teacher will pose questions to get students to read closer and use the cause and effect structure to aid in research.	
	Bend III: Synthesizing, Comparing, and Contrasting	In bend three, students will think across the two animals researched using expert words to compare and contrast the animals.	
Unit Resources	Suggested Key Texts for Read Aloud and for Minilessons: <ul style="list-style-type: none"> • <i>The Life Cycle of an Emperor Penguin</i> by Bobbie Kalman and Robin Johnson • <i>The Penguin</i> by Beatrice Fontanel • <i>Penguins</i> by Bobbie Kalman • <i>Frogs!</i> by Elizabeth Carney • <i>Frogs and Toads</i> by Bobbie Kalman • <i>Frogs</i> by Elizabeth Carney 		
Lesson Topics across the Unit	Lesson 1: Revving Up for a Research Project: Readers Orient Themselves to a Text Set Lesson 2: Cross-Text Synthesis Lesson 3: Using the Lingo of Experts Lesson 4: Zeal Matters: Pursuing Collaborative Inquiries with Commitment Lesson 5: Growing Ideas about Nonfiction Lesson 6: Researchers Ask Questions Lesson 7: Planning a Second Study Lesson 8: Reading with Volume and Fluency Lesson 9: Readers Notice Text Structures and Use Them to Organize Their Learning		

	<p>Lesson 10: Compare and Contrast</p> <p>Lesson 11: Cause and Effect</p> <p>Lesson 12: Reading Closely, Thinking Deeply</p> <p>Lesson 13: Experts Widen Their Field of Focus and See Patterns</p> <p>Lesson 14: Asking Questions, Growing Big Ideas</p> <p>Lesson 15: Pursuing Questions</p> <p>Lesson 16: Developing Evidence-Based Theories</p> <p>Lesson 17: Adding to Theories by Researching Big-Picture Concepts</p> <p>Lesson 18: Learning to Apply the Knowledge Readers Develop through Their Research</p> <p>Lesson 19: Finding Solutions to Real-World Problems: A Celebration</p>
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Test Prep Unit

Overview	<p>Students will be able to independently use their learning to:</p> <ul style="list-style-type: none"> • Use reading skills and strategies to answer standardized test questions • Apply test taking strategies when reading text • Apply their repertoire of reading strategies to test taking in order to think critically and analyze selections <p>Essential Questions</p> <ul style="list-style-type: none"> • What is the structure of the test? • What strategies can readers use to orient themselves to a test? • How can we read as readers when taking a test? • How do readers determine the theme or central message in a fiction story? • How do readers analyze author’s craft?
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Unit Learning Bends	Bend I: Literature Strategies	In this bend, students learn strategies for reading fiction, finding text-based evidence, and responding to higher level comprehension questions.
	Bend II: Narrative Non-fiction	In this bend, students learn strategies for reading narrative non-fiction, finding text-based evidence, and responding to higher level comprehension questions.
	Bend III: Informational Non-fiction	In this bend, students learn strategies for reading informational non-fiction, finding text-based evidence, and responding to higher level comprehension questions.

Unit Resources	<p>Suggested Key Texts for Read Aloud and for Minilessons</p> <ul style="list-style-type: none"> • <i>Digging for Dinos</i> • <i>Ukulele Hayley</i> • <i>The Shark Kite</i>
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	<ul style="list-style-type: none"> • <i>Sweet Land of Liberty</i> • <i>Alex the Talking Parrot</i> • <i>Nature’s Fireworks</i> • <i>Wolves</i> • <i>How We Use Glass</i>
<p>Lesson Topics Across the Unit</p>	<p>Lesson 1: Reading Fiction Test Passages and Test Taking Skills Lesson 2: Answering Questions about How a Character Feels Lesson 3: Part to Whole Questions Lesson 4: Character Traits Lesson 5: Determining the Life Lesson: Theme Lesson 6: Determining the Main Idea in Narrative Nonfiction Lesson 7: Figuring out the Meaning of Unknown Words and Phrases from Context Clues Lesson 8: Narrative Nonfiction Story Elements and Main Ideas Lesson 9: Part to Part and Part to Whole Questions Lesson 10: Reading True Stories and Looking for Cause and Effect Relationships Lesson 11: Considering Author’s Techniques: Dialogue in Narrative Nonfiction Lesson 12: Determining the Main Idea in Expository Nonfiction by Looking for Repeated Words Lesson 13: Using Subheadings to Guide your Reading Lesson 14: Figuring out Meaning from Context Clues Lesson 15: Answering Cause and Effect Questions</p>