

2016-2017 Third Grade Overview: Reading

Month(s)	Unit	Key Concepts “Students will know...”	Key Skills “Students will be able to...”
September November	Unit 1: Building A Reading Life and Character Studies	<ul style="list-style-type: none"> • How to select “just-right” books carefully • How to read with a purpose determined by the genre • How to monitor for sense • How to use context clues to tackle challenging vocabulary • Read in ways that allow them to summarize the text • Apply their knowledge of story structure to their summary of the text • Characters change over time • Characters have traits that remain the same over time • How to make inferences about characters using text evidence • How to support ideas using text evidence • How to recognize patterns across series • How to predict when a change will occur in the story (beginning, middle, end – problem/solution) 	<ul style="list-style-type: none"> • Identify the kind of thinking they do as readers • Evaluate what their book choices say about them as readers. • Refer explicitly to the text when answering questions • Read texts with sufficient accuracy, fluency to support comprehension. • Discuss books with a reading partner. • Read with increasing stamina. • Summarize in their own words • Describe the sequence of important events in a story • Identify major/minor characters • Distinguish between a character’s emotions and traits • Describe characters by citing their traits, motivations, and emotions • Explain how the characters’ actions contribute to major and minor events of the story • Describe how each part of the story builds upon earlier sections of a story • Refer to evidence from the text to support answers • Acquire and use grade appropriate words and phrases to describe characters’ personalities • Explain how the illustrations support the story to help describe the mood, character, and the setting.
November	Mini-Unit 2: Writing About Reading Fiction	<ul style="list-style-type: none"> • The characteristics of a strong response to literature. • How to use graphic organizers to think about a text and to plan their response. • How to answer a question directly based on the text, using full sentences in their response. 	<ul style="list-style-type: none"> • Write a variety of responses to literature. • Support ideas with details and evidence from the text.
December January	Unit 3: Reading to Learn: Grasping Main Ideas and Text Structures & Writing About Reading Nonfiction	<ul style="list-style-type: none"> • What are key details in a text • What a main topic is in a multi-paragraph text • Key vocabulary • Author’s purpose • How to compare and contrast information about the same topic within different texts • Growing ideas about a nonfiction text involves thinking about text structures • The main idea of a text is not the same as the topic of a text – the main idea is related to author’s purpose • Authors show the main idea of a text by including specific words and craft moves • Types of text structures include: narrative, compare and contrast, and cause and effect 	<ul style="list-style-type: none"> • Ask and answer questions such as who, what, when, where, why and how to demonstrate understanding of key details • Identify the main topic of multi-paragraph text as well as the focus of specific paragraphs within the text • Determine the meaning of words and phrases within a text • Identify the main purpose of a text, including what the author wants to answer, explain, or describe • Make informed predictions/assumptions • Explain and identify the text structures used in nonfiction books • Compare the advantages of using different text structures in different books • Refer to the text to show types of text structures • Retell the main idea of the text • Describe how they know the main idea of a text • Talk in partnerships about the texts they read • Critically analyze main ideas of individual texts then compare them across the unit •
January- March	Unit 4: Growing	<ul style="list-style-type: none"> • Authors write fiction to convey a message. • The message can be conveyed through change in 	<ul style="list-style-type: none"> • Research one specific topic with other group members

	Theories About Texts	<p>character.</p> <ul style="list-style-type: none"> The message may be conveyed through character's actions, or resolution of the problem and a lesson the author wants the reader to learn. Read closely, recognizing the characteristics and expectations set up by different genres. 	<ul style="list-style-type: none"> Read closely through the appropriate for the genre. Identify and discuss the characteristics of different genres. Identify and support a theory about the author's message.
March	Unit 5: Test Sophistication	<ul style="list-style-type: none"> Various test-taking strategies (cover-up strategy, looking for key words in the text and question, re-reading specific parts of the text, etc.) How to read various genres of writing and respond to them (narrative, opinion, and informational) 	<ul style="list-style-type: none"> Read and reread to find and cite specific information from the provided text Use and have knowledge of quotation marks to refer to specific text parts Use specific test-taking strategies (cover-up strategy, looking for key words in the text and question, re-reading specific parts of the text, etc.)
April	Unit 6: Poetry	<ul style="list-style-type: none"> How poetry is different from narrative writing The structural elements of poetry A poem can convey an emotion or mood A poem can tell a story The structure of the poem supports the author's message. The language of a poem may have multiple interpretations. 	<ul style="list-style-type: none"> Determine the message of a poem. Refer to details in the poem to support their ideas. Identify the structural elements in a poem. Infer meaning in figurative language.
May	Unit 7: Research Clubs: Countries around the world	<ul style="list-style-type: none"> That using different types of record-keeping formats and note-taking formats can help them to grow ideas Returning to research helps you to group related information in helpful ways Revising using mentor texts can allow you to improve your writing Receiving feedback and sharing can help us to convey a stronger meaning 	<ul style="list-style-type: none"> Grow ideas and use a variety of note-taking formats Plan a table of contents and chapters to practice various writing structures Elaborate on ideas by citing specific evidence to support them Add headings, subheadings, diagrams, introductions, and conclusions to their pieces Revise their work based on peer feedback
April May	Unit 8: Choice of Genre- Biography Book Clubs, Social Issue Book Clubs Fairy Tales	<ul style="list-style-type: none"> The difference between fiction, narrative nonfiction, and expository nonfiction How to develop theories and big ideas about central characters' struggles, triumphs, and motivations How to discuss theories about the central character and how their theories can actually represent a larger group of people That struggles/social issues play an important role in plot and character development How to read closely to identify scenes that include issues/struggles characters must deal with How to jot about character reactions to issues How to use jots and text details to support their thinking in Book Club discussions and responses How to be an active and productive member of partnerships and book clubs The structure and features of fairy tales. Fairy tales are retold in different versions and cultures. That characters in fairy tales exhibit positive or 	<ul style="list-style-type: none"> Use reading skills to make meaning about real people and the impact they have had on the world. Push themselves to deepen their understandings from other past units Make meaning out of what these real people did and the impact they made on the world Write about their thinking about these people and how they have inspired others and themselves to do different/better things Talk longer and grow ideas and push each other in their thinking Read closely, crucial scenes where issues are clear Jot about characters and social issues to discuss them with partners/Book Club members, using text details to support thinking Identify how characters react to issues/struggles they face Choose a character and write long about the struggles the character faced and how these struggles relate to or are connected to larger social issues Describe the features of fairy tales. Recount various versions of fairy tales. Describe characters using positive and negative

		<p>negative traits.</p> <ul style="list-style-type: none">• Characters change over time• Characters have traits that remain the same over time• How to make inferences about characters using text evidence• How to support ideas using text evidence• How to recognize patterns across series• How to predict when a change will occur in the story (beginning, middle, end – problem/solution)	<p>traits.</p> <ul style="list-style-type: none">• Identify the life lesson or author’s message.• Compare an contrast different versions of a fairy tale.• Use details from the text to support their ideas.
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