**Grade 3**

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|  | **Reading Workshop** |  | **Writing Workshop** |
| September | *Building a Reading Life (1)*  *RL, RI* | September | *Crafting True Stories (1)*  *N* |
| mid-October | *Mystery: Foundational Skills in Disguise (Additional Book)*  *RL* | Mid-October | *Changing the World: Persuasive Speeches, Petitions, and Editorials (3)* *O* |
| Mid-November | *Reading to Learn: Grasping Main Ideas and Text Structures (2)*  *RI* | Mid-November | *The Art of Information Writing (2)*  *I* |
| January | *Character Studies (3)*  *RL* | January | *Literary Essay (If-Then)\** *O* |
| Early February | *Biography Book Clubs (If-Then)***and/or***Unit of Choice\** *RI, RL* | Early February | *Poetry: Writing, Thinking, and Seeing More (If-Then)* **and/or***Unit of Choice\** *P* |
| Mid- March | *Research Clubs: Elephants, Penguins, and Frogs, Oh My! (4)**RI* | Mid- March | *Information Writing: Reading, Research, and Writing in the Content Areas (If-Then)\** *I* |
| May -June | *Social Issues Book Clubs (A Curricular Calendar) RL, RI***and/or***Learning through Reading: Countries Around the World (If-Then)\** *RI* | May-June | *Once Upon a Time: Adapting and Writing Fairy Tales (4)* **and** *Independent Writing Projects\**  *N, I, O, P* |

 \* **Please see page 3**

**Additional Information to Guide Your Instruction**

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| **Codes**  | ***Reading:*** RL – units mainly involving literature; RI – units mainly involving information reading***Writing:*** N – narrative writing; I-information writing; O-opinion writing; P-poetry writing |
| **Timing of the units** | The months on the calendar indicate when the unit **BEGINS.** Because you will want to adjust your instruction to best fit your students’ needs, you have some flexibility in the teaching of these units. You will have flexibility regarding:* how long you will spend on a particular unit, in the cases where more than one unit is listed in a particular time period,
* whether to teach two units one after the other or integrate two particular units simultaneously,
* whether to expand or condense particular bends of units,
* or whether to insert a mini-unit before or after a unit listed on the calendar.

Depending on the needs of your students, different decisions may need to be made, and your Literacy Coach will support you as you decide what may work best for a particular group of students. We have indicated the **MUST START/END** dates to help you pace your instruction to allow all students to experience the same teaching and learning by key points in the year to accommodate students moving, assessment windows, and “fitting it all in.” |
| **And/Or** | Look across the plan for the year and decide:* to teach two shorter units, one after the other
* to teach one longer unit
* to integrate one of the units as a mini-unit somewhere between other units (e.g. a two-week poetry unit between narrative and information units)
 |
| **Begin right away!** | There is no reason to WAIT to start these units. The first units of study in both Reading and Writing Workshop assume it is the first few days of school. The best day to start teaching the routines for reading and writing is the first day of school! |
| **Mini-units** | Mini-units can be inserted at the end of longer units wherever you have time. For example, you may decide to insert a two-week fiction writing unit between *Crafting True Stories* and *Changing the World*, or between *Information Writing* and *Literary Essay*, or at the beginning of May. Similarly, you may decide to insert a two-week unit on punctuation in any of these places. Possible reading mini-units could be poetry analysis, a study of traditional literature, an author’s craft inquiry study, or a one-week choice genre reading unit (including summer reading goals) during the last week of school.  |
| **Choice** | Consider ways to allow students to choose the genre in which they write periodically, perhaps a few days before a new unit of study, for the last two weeks of school, the first week of school, or the week after a vacation. Minilessons could focus on selecting an idea then matching it to an appropriate genre, trying a topic across different genres, keeping in mind all that students know about a particular genre, among others. |

**Additional Information About Specific Units**

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| ***Literary Essay*** | This unit is a wonderful introduction to essay writing for young writers. The unit provides an excellent opportunity to contrast essay writing with text-based narrative writing, using the same short texts for both. This year, we have followed this unit with a Unit of Choice, in which you may decide to insert lessons about text-based narrative writing. Or you may decide to teach a mini-unit (such as fiction, punctuation study, or choice genre) to revisit narrative writing. See the Literacy Coach website and your Literacy Coach for helpful suggestions when planning this unit. |
| ***Information Writing: Reading, Research, and Writing in the Content Areas*** | You can use the unit in the *If . . . Then . . . Curriculum* to guide your instruction as your students write about what they are researching in reading. Another option is to return to *The Art of Information Writing* that you taught in November/December, with a focus on applying all students know about writing nonfiction to writing about their research in engaging ways. You can revisit key lessons, modeling with your own writing and the mentor texts from your research. See the Literacy Coach website for more information. |
| ***Unit of Choice*** | This is a nice opportunity to work with your Literacy Coach to develop a mini-unit to support your students’ needs. See the Mini-Units suggestions on page 2 of this document for ideas.During this time, you may also decide to teach a mini-unit entitled, *Strategies for Test-Taking*. This is an explicit way to teach students how to apply all that they have learned about reading and writing various genres and text types to formal testing situations. This can be integrated periodically across the year, once a week in February and March, or as a mini-unit in early March before beginning *Research Clubs/Information Writing About Research*. You will want to plan ahead so that if you choose to teach *Biography Book Clubs* and *Poetry Writing*, those units are closer to mini-units or are infused with *Strategies for Test-Taking.*  |
| ***Learning through Reading: Countries Around the World*** | You have many choices with this unit. While it will not address social studies standards to research countries across the world, it can certainly be engaging and allow you to help students understand other cultures in a global way as citizens of our world. It is also a nice opportunity to teach students to learn about countries and cultures through traditional literature. You most likely will not have enough time to teach the whole unit as designed, but you could certainly teach certain bends or you may also decide to develop Bend IV (“Learning About Countries and Cultures through Literature (Folktales and Fairy Tales)”) into a stand-alone mini-unit, using different versions of traditional tales and studying how the cultures are reflected in the different versions. This would pair nicely with the writing unit, *Once Upon a Time: Adapting and Writing Fairy Tales.* Your literacy coach would be happy to support you in thinking about how you might like to teach this unit. |
| ***Independent Writing Projects*** | This is a nice opportunity to provide students with choice about the type of writing they want to produce, given their message and audience. See the Literacy Coach website for suggestions on planning this unit, whether it is a one, two, or three-week unit. This pairs nicely with a weeklong end-of-year invitation in the Reading Workshop to engage in choice genre reading and developing summer reading plans!  |