

Managing the Program

The *Making Meaning* program for grade 3 consists of nine units. The units vary in length from one to five weeks. Each week has four days of instruction and practice. During some weeks, a class meeting replaces a day of practice. The chart below provides an overview of the year.

Grade 3 – Volume 1		
Unit / Read-aloud	Length	Focus
1 ▶ The Reading Life: Fiction and Narrative Nonfiction <ul style="list-style-type: none"> • <i>Miss Nelson Is Missing!</i> by Harry Allard • <i>Officer Buckle and Gloria</i> by Peggy Rathmann • <i>The Man Who Walked Between the Towers</i> by Mordicai Gerstein 	2 weeks	<ul style="list-style-type: none"> • Building a reading community • Listening to and discussing stories • Learning the procedure for listening to read-alouds • Learning “Turn to Your Partner” and “Think, Pair, Share”
2 ▶ Visualizing: Narrative Nonfiction and Fiction <ul style="list-style-type: none"> • <i>Have You Seen Bugs?</i> by Joanne Oppenheim • <i>Cherries and Cherry Pits</i> by Vera B. Williams • <i>The Spooky Tail of Prewitt Peacock</i> by Bill Peet • <i>Aunt Flossie’s Hats (and Crab Cakes Later)</i> by Elizabeth Fitzgerald Howard 	3 weeks	<ul style="list-style-type: none"> • Visualizing to make sense of text
3 ▶ Making Inferences: Fiction <ul style="list-style-type: none"> • <i>The Paper Bag Princess</i> by Robert Munsch • <i>Julius, the Baby of the World</i> by Kevin Henkes • <i>Boundless Grace</i> by Mary Hoffman • <i>City Green</i> by DyAnne DiSalvo-Ryan • <i>Alexander, Who’s Not (Do you hear me? I mean it!) Going to Move</i> by Judith Viorst 	5 weeks	<ul style="list-style-type: none"> • Examining text structure of narrative texts, including characters, setting, and plot • Using inference to understand characters • Learning “Think, Pair, Write”
4 ▶ Wondering/Questioning: Fiction <ul style="list-style-type: none"> • <i>The Girl Who Loved Wild Horses</i> by Paul Goble • <i>Knots on a Counting Rope</i> by Bill Martin Jr. and John Archambault • <i>A Day’s Work</i> by Eve Bunting • <i>Mailing May</i> by Michael O. Tunnell • <i>Brave Irene</i> by William Steig 	4 weeks	<ul style="list-style-type: none"> • Using questioning to make sense of narrative text

Grade 3 – Volume 2

Unit / Read-aloud	Length	Focus
5 ▶ Wondering/Questioning: Narrative Nonfiction (Biography) <ul style="list-style-type: none"> • <i>Brave Harriet</i> by Marissa Moss • <i>Wilma Unlimited</i> by Kathleen Krull 	2 weeks	<ul style="list-style-type: none"> • Using questioning to make sense of narrative nonfiction • Using schema to make sense of narrative nonfiction
6 ▶ Analyzing Text Features: Expository Nonfiction <ul style="list-style-type: none"> • <i>Morning Meals Around the World</i> by Maryellen Gregoire • <i>Reptiles</i> by Melissa Stewart • “Hop to It: Fancy Footwork” • “Origami: The Art of Japanese Paper Folding” • “How to Make a Paper Airplane” • “Lincoln School Lunch Calendar for the week of May 21–25” 	3 weeks	<ul style="list-style-type: none"> • Exploring text features to help make sense of expository nonfiction
7 ▶ Wondering/Questioning: Expository Nonfiction <ul style="list-style-type: none"> • <i>Flashy Fantastic Rain Forest Frogs</i> by Dorothy Hinshaw Patent • <i>What Is a Bat?</i> by Bobbie Kalman and Heather Levigne • “Why Do Animals Play?” by Kathleen Weidner Zoehfeld • “Feeling the Heat” by Kathryn Satterfield • “Banning Tag” 	3 weeks	<ul style="list-style-type: none"> • Using questioning to make sense of expository nonfiction • Using schema to make sense of expository nonfiction
8 ▶ Determining Important Ideas: Fiction and Expository Nonfiction <ul style="list-style-type: none"> • <i>Fables</i> by Arnold Lobel • <i>Lifetimes</i> by David L. Rice • <i>A Day’s Work</i> by Eve Bunting • <i>Keepers</i> by Jeri Hanel Watts 	3 weeks	<ul style="list-style-type: none"> • Using inference to determine what is important in a text • Supporting an opinion with evidence from the text
9 ▶ Revisiting the Reading Life	1 week	<ul style="list-style-type: none"> • Reflecting on the students’ growth as readers • Reflecting on the reading community